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WHAT'S INSIDE

This Resource Toolkit has been developed by FHWA, EPA, and FTA to help you plan and implement the *It All Adds Up to Cleaner Air* Transportation and Air Quality Public Education and Information initiative in your community. Depending on your experience with public education and information programs, you may wish to use this kit as a step-by-step guide to implementing a public outreach program, as a “refresher course,” or simply as a source of ideas. Whether or not you choose to incorporate all of the suggested activities and materials in your own efforts, it will be helpful to review the entire kit before embarking on your program.

Although communities across the country will be implementing this initiative, the look and feel of your program will be unique, influenced by your community's size, structure, and needs. The *It All Adds Up to Cleaner Air* program is distinguished by its ability to fit into your established organizational structure, allowing you the opportunity to make the initiative your own.

This kit has been written to provide comprehensive planning and implementation information C from analyzing your target audience(s) to evaluating the overall effort. For easy reference, the kit has been divided into the following subject areas:

Where Do I Start?	Addresses the importance of conducting an assessment of the current air quality and/or traffic congestion problem in your community, your organization's capabilities, other programs or resources in your area, and potential partners available to assist you.
Who Am I Trying to Reach?	Summarizes the program's key target audience (the general driving public), main topics (trip chaining, regular car maintenance, And alternative modes of transportation), and tone (positive and congratulatory), as well as other key findings.
How Well Do I Understand My Community?	Before implementing the <i>It All Adds Up to Cleaner Air</i> initiative, we recommend you conduct an analysis of the issue(s), target audience(s), and channels of communication to help ensure that your program achieves its objectives. This section outlines the key steps to a sound assessment.
Who Can I Ask for Help?	Addresses the importance of gaining the support and strength of allies for your program by establishing and maintaining an effective community coalition.
How Do I Develop The Road Map?	Provides an explanation of the steps to developing an overall communications plan to serve as the blueprint for your entire initiative, including goals and objectives, target audience(s), communications channels, key partners, messages and materials, evaluation, staffing, timeline, and budget.

Marketing Materials and Placement Tips	Describes the <i>It All Adds Up to Cleaner Air</i> materials that are provided to you for your local public education efforts. Broadcast quality video and audio dubs of advertisements that may be used as paid or public service announcements are included in this binder. Camera-ready art of print ads and other collateral materials are also enclosed for your use.
Media Outreach	Provides a wide variety of communications and outreach techniques and tips to help you effectively publicize your program to the local press. A number of sample media materials are included that can be adapted for your community as needed, including a press release, media advisory, PSA pitch letter, fact sheet, op-ed, and a news article.
Community Outreach	Describes suggestions for activities to help increase visibility of and attention to the transportation/air quality program in your community. Ideas for reaching out directly to the public, working with the media, targeting employers, youth, and transit companies, and producing various promotional items are included.
Evaluation	Explains the key methodologies and recommendations for conducting an effective program evaluation on a local level. Provides sample survey questions to help you establish baseline data and track progress toward meeting your transportation and air quality goals.
Transportation and Air Quality Facts	These facts and data should be helpful to support the key messages in the <i>It All Adds Up to Cleaner Air</i> initiative. Citations for this information are included for your reference.
Research: <i>It All Adds Up</i> Initiative-Design and Target Audience	Gives a detailed summary of the series of moderated discussion and formative focus groups conducted in support of the development of the <i>It All Adds Up to Cleaner Air</i> initiative.
Summary Report of the Initiative's First Five Years	To document the program's progress, a "First Five Years" evaluation was conducted. The results showed the value of varied approaches and, more importantly, highlighted the need to maintain flexibility in material development and use. Demonstration communities proved the benefits of having diverse materials, as reflected in the rich creativity of their individual approaches.

WHERE DO I START? (Getting Started)

Designing and implementing an effective transportation/air quality communications program begins by identifying the issue at hand and determining if your organization is the most appropriate one to address it. If your organization is just beginning the process, it is important to assess your current capabilities, the potential benefits and drawbacks of leading such an effort, and potential partners in your community who are available to assist you. This process will help ensure your program is well-planned and strategic in its approach to the problem.

Start by conducting a brainstorming session with your staff and/or other individuals who are knowledgeable of the issue and can provide valuable insight. Following are several questions to help structure your planning. In addition, we have provided examples of answers to these questions. Based on your own community, you may have other responses.

Questions	Examples
What is the issue you want to address?	<ul style="list-style-type: none"> \$ High incidence of air pollution in the community \$ Ozone non-attainment status \$ Major traffic congestion
Does your organization have the capacity to address the issue and effect change?	<ul style="list-style-type: none"> \$ Assess current resources, e.g., staffing, funding, information, time, management support/champion \$ Determine any barriers \$ Answer the question: Are we the best organization to tackle this issue?
What are the primary activities that can be conducted to address the issue?	<ul style="list-style-type: none"> \$ Conducting media outreach \$ Building a strong community coalition \$ Offering skill-building workshops
What programs and services currently address the issue and how effective are they?	<ul style="list-style-type: none"> \$ Local organizations working on the same issue \$ National programs and education activities \$ Media coverage of the issue
What has been done in the past?	<ul style="list-style-type: none"> \$ Contact other local organizations to find out about similar initiatives. \$ Conduct research to find out about other programs and services offered

Questions	Examples
What is the overall goal?	<ul style="list-style-type: none"> \$ To improve air quality and reduce traffic congestion through collaborative public education efforts of local community groups that support and sustain the public's adoption of effective transportation choices
What are the overall objectives?	<ul style="list-style-type: none"> \$ To encourage the use of public transit, van pools and other options that reduce traffic congestion and single-occupant ridership \$ To reduce automobile emissions by setting a target for the percentage of people who drive alone to work \$ To motivate solo drivers to consider taking other modes of transportation \$ To motivate automobile drivers to maintain their vehicles
What audience(s) is most affected by the issue?	<ul style="list-style-type: none"> \$ General public \$ Driving public \$ People with respiratory disorders, the elderly, children
What are their perceived needs?	<ul style="list-style-type: none"> \$ Survey members of the target audience(s) \$ Talk to individuals/organizations that target the same audience
What are the desired outcomes?	<ul style="list-style-type: none"> \$ Solo drivers will take the bus once a week instead of driving alone \$ Increase percent age of drivers who regularly maintain their cars
After developing a communications plan, including all program tasks, a timetable, staffing and budget issues, evaluation methods, and partnerships, determine what strategy will be implemented to address issues.	<ul style="list-style-type: none"> \$ Focus communications on drivers who do not carpool \$ Focus communications on women who don't maintain their vehicles. Survey members of the target audience(s)

Information Resources

Not all of the answers to these questions will be immediately available. You may need to take time to research the answers before moving forward. Some examples of places to turn for information on transportation/air quality issues nationally and in your community include:

- \$ Library and Internet searches
- \$ Sources of transportation and environmental statistics (e.g., state departments of transportation, local transit authorities, environmental groups)
- \$ Government agencies, universities
- \$ National clearinghouses
- \$ Advertising and public relations agencies, newspapers, radio and television stations (for media use data)
- \$ Industry organizations
- \$ Polling companies (for audience knowledge and attitudes)

Leveraging What's Already Being Done

In reviewing these questions, you may discover that your agency does not have sufficient resources or expertise to implement a transportation/air quality public education and information initiative on its own, and that you require assistance from other agencies or organizations in your community. Or you may learn that the target audience is already served by several other organizations in your area, and that it is more cost-effective and efficient to reach the target audience through these other agencies. Find out what they have learned to date regarding the issue, any “lessons learned” they feel are important for you to know, what actions are still needed, and if there are opportunities for your organizations to work together in the future.

WHO AM I TRYING TO REACH?

(Research: Executive Summary)

Research played a critical role in enriching the development of the *It All Adds Up to Cleaner Air* initiative. A variety of secondary and primary research was conducted to gain a greater understanding of messages that could encourage the adoption of environmentally conscious choices by individuals, communities, and organizations.

Table 1 provides a summary of key research conducted to support the development of the initiative. Each section, including Review of Existing Research, Initiative Design/Exploratory Research, Concept- and Message-Testing Research, and Program Development Research is described in greater detail in Tab M of the toolkit.

Review of Existing Research	Primary Research		
	Initiative Design/Exploratory	Concept and Message Testing Research	Program Development Research
<NARC Review of Existing Transportation and Air Quality Public Education Programs (1995) <Target Audience Research: Roper Organization, Inc., Mediamark Research, Inc., Index, Pennsylvania DOT, and Washington Metropolitan Council of Governments	< Stakeholder Discussion Groups* (1996) < Target Audience Focus Groups** (1996) < Latino Focus Groups (1998)	< Concept Testing with Target Audience (1997) < Message Testing with Target Audience (1997)	<Initiative Pilot Phase (1998) <Initiative Demonstration Phase (May 1999 - October 2000)

* Discussion groups are structured discussions led by a moderator and typically include seven to nine people. The group convenes for 90 minutes to two hours, covering three to four topics in depth. (In all studies of this kind, results reflect the opinions and attitudes of a limited number of people, and therefore, should be regarded as suggestive rather than definitive. This research is not intended to be quantitative or to provide a probability sample of the population from which participants are selected.)

** Focus groups are structured discussions led by a moderator and typically include eight to 10 people. The group convenes for two hours, usually after work on a weekday. Typically two 2-hour groups are held per evening. The moderator leads the group through a discussion about their knowledge, awareness, attitudes, perceptions, and responses about a particular issue, product, or idea. Focus group participants should be recruited by reputable field services using a screener designed in collaboration with you. Typically, participants were offered small cash incentive for their participation. Each set of focus groups conducted for this project contained a mix of men and women, who varied considerably in terms of age, occupation, income level; minority representation was 10-20%, which reflected our target audience. (In all studies of this kind, results reflect the opinions and attitudes of a limited number of people, and therefore should be regarded as suggestive rather than definitive. This research is not intended to be quantitative or to provide a probability sample of the population from which participants are selected.)

Developing consumer-based messages that were relevant and motivated the public to take action was a critical aspect of the national initiative and imperative to the development of a successful community-based program. It was vital that the overarching message themes resonated across communities that varied greatly in availability of transportation options and air quality awareness levels, which led to the development of a full spectrum of components communities could tailor to fit their requirements. But, the major challenge was to identify an overarching theme that would motivate Americans to change their driving habits.

Marketing efforts generally are designed to appeal to specific target audiences because people respond best to messages created exclusively for them. The creative materials for *It All Adds Up to Cleaner Air* were developed to appeal to a broad group of drivers, as well as secondary audiences, while maintaining the major, overarching themes of the campaign.

The creative materials were designed for application anywhere and have been approved in towns from the U.S. to Australia. They work well in areas where there is an awareness of air quality problems or congestion; they also work well to generate awareness where it is lacking. The elements of the campaign are varied and some have universal applications that work in attainment and non-attainment areas.

Some of the messages, particularly those related to alternate modes of transportation, may be better suited to urban environments; however, it is important to understand that all of the messages created to support the themes of *It All Adds Up to Cleaner Air* are global in application. While some of the messages may not apply literally to each community or individual, they support the universal theme that individuals' choices regarding automotive usage can make a difference in air quality and congestion.

Key Findings

- **Key target audience.** The target audience for *It All Adds Up to Cleaner Air* public education models is “members of the general driving public,” and secondarily, those for whom environmental benefits would weigh into their transportation choices. The secondary audience is primarily college-educated and middle class. A review of existing research found that transportation and air quality programs were disseminating inconsistent messages. Participants in the *It All Adds Up* focus groups said they related to traffic congestion relief and other quality-of-life issues, such as time savings and stress relief, so those are the issues we decided to focus on. Concept and message testing with focus groups was critical in defining the initiative’s target audience and in helping to identify messages that would resonate with them.
- **Main topics of focus.** Findings from formative research with key organizations and members of the general driving public led to a positive message strategy that encourages voluntary actions, specifically trip chaining, regular car maintenance, and use of alternative modes of transportation. These three areas were chosen because they are supportive of existing efforts, significant in addressing the challenge of reducing traffic congestion and air pollution. (Ad Council research and experience over the past 59 years has shown that, to increase awareness, change attitudes, and influence behavior, it is much more effective to promote convenient, effective, and simple actions that individuals are likely to take, rather than large changes that few will take.)
- **“Congratulatory” tone for materials.** Focus group participants expressed resentment towards campaign messages that used an “accusatory” tone implying they were personally responsible for the ailing environment or for its renewal. This sample of the general driving public was not motivated to change their driving habits to improve air quality and traffic congestion and an accusatory tone made them even less willing to acknowledge their part. They responded best to messages that used a positive tone and congratulated people for actions they were already taking (even if not motivated by air quality)—instead of criticizing them for not doing more. Known as the “anthem” approach, this concept

uses rich visuals to convey a “bandwagon” feeling that highlights and reinforces positive behaviors, and gently calls the public to action in a non-threatening, non-prescriptive manner. Its tone is especially appropriate after the events of September 11, 2001.

- **Environment as secondary issue.** Most focus group participants did not see environmental benefits as a convincing reason to change their behavior; other more relevant benefits or competing issues held greater sway. Time savings and convenience topped the list of motivating factors, with most people unlikely to consider trip chaining, for example, purely for environmental reasons. And while participants often knew how they were contributing to poor air quality, few indicated a willingness to change, even when they could see a connection to health problems of family or friends. Therefore, those who consider a better environment a major reason for altering their transportation choices became a secondary target audience.
- **Coalitions critical to community efforts.** Coalitions extend the reach and effectiveness of public education efforts. By calling on the collective resources of community groups, businesses, environmental groups, and others, coalitions help the general public understand the full scope of the air quality problem. Pilot sites delivering the initiative through such local coalitions of private and public organizations identified these collaborations as a “best practice.” Coalitions provide a comprehensive base of support that, through a diversity of organizations, can leverage resources and implement the initiative, which is critical for its sustainability at the national and local levels. Through their credibility and combined dissemination channels, coalitions get the message to the broadest audience possible and establish an issue as a national priority.
- **Adaptability of high-quality materials.** Given the variable nature of the transportation-air quality problem, stakeholders expressed the need for a local orientation in identifying and addressing air quality issues. Pilot communities lent their expertise to developing resources and support materials that serve as a foundation for this nationwide community-based public education and partnership effort. One of the most significant results of the pilot and demonstration phases was refinement of the *It All Adds Up* resource toolkit, which communities can use to customize their strategies and tailor the initiative to meet their unique needs.

HOW WELL DO I UNDERSTAND MY COMMUNITY? (Community Assessment)

Before embarking on your program, it is important to conduct a sound assessment of your community so that you will ensure your program achieves its objectives. This assessment will provide you with data to develop community-specific materials to supplement the *It All Adds Up to Cleaner Air* creative pieces and messages provided in this toolkit.

Many of the techniques described in the following sections were undertaken to develop the messages and materials in support of *It All Adds Up to Cleaner Air*, as summarized in the research sections of this toolkit ([“Who Am I Trying to Reach?”](#) and [“Research: *It All Adds Up Initiative-Design and Target-Audience*”](#)). Research techniques such as analysis of quantitative market research, focus group interviews, and consultation with experts were employed to develop both the content and tone of the print and broadcast ads. Similarly, extensive audience analysis was conducted in the original pilot site locations.

Transportation and Air Quality Data

The more information you have about an issue, the better prepared you will be to plan an effective communications program. Begin by reviewing existing data in your community on transportation, traffic congestion, and air pollution. Find information on your air-quality-standard attainment status; the extent of your traffic congestion; the major sources of air pollution to which individuals’ actions contribute (e.g. doing errands at peak drive times in poorly maintained vehicles) and their subsequent effects on individuals and the community; solutions or preventive measures that are being implemented or proposed; laws and statutes related to these issues, and other relevant information. The “Transportation and Air Quality Facts” section of this toolkit contains a variety of statistics that illustrate the problem of air pollution and traffic congestion. You can supplement these with data specific to your community, from a number of sources, such as those described below and listed in the Audience Analysis Chart in this section.

Gauging Community Awareness, Attitudes, and Behaviors

In addition to reviewing local transportation and air-quality related data, you need to know what citizens in your community think about these issues, their perception of your area’s air pollution and traffic congestion, their thoughts on taking steps to address these problems, etc. By asking your target audience(s) specific questions, you can focus and streamline the information you need.

The Audience Analysis Chart in this section includes key questions and possible sources of information about your target audience(s). Use the information you collect to lay the foundation for your strategic communications plan, which is described in the next section of this toolkit.

Many of the answers to the questions posed in the chart are available from resources such as libraries, organizations, and experts in your community. Possible data sources and assessment methods include:

- Consulting with experts on transportation and air quality. They can refer you to existing data and articles as well as other experts. Contact national resources, such as the web sites of the Environmental Protection Agency (<http://www.epa.gov> – “Where You Live”) and the Department of Transportation (<http://www.dot.gov>) to access a wide variety of resources, including bibliographies, resource books, articles, and experts. Meet with or call key experts in your community to determine the availability of local data. You may be able to access many of these people through your local coalition.
- Reviewing local, state, and national knowledge, awareness, and attitude survey results. These surveys, conducted among a fairly large sample of people, provide very reliable data that can help you choose which messages to emphasize, as well as a measurable baseline for evaluating your program. Typically, the surveys measure many of the factors influencing behavior, such as knowledge of an issue (e.g. congestion and air quality), attitudes, skills, and perceived social norms. Your state DOT or local transportation or environmental organizations may have already gathered some of this information. If such a survey does not exist, explore options for conducting your own or adding relevant questions to existing surveys. A second survey using the same questions then should be conducted at the end of the program. Comparing the two sets of results can help you decide whether the public’s knowledge, awareness, and attitudes changed. See the “Evaluation” section of this toolkit for additional information and a survey that we recommend you use.
- Conducting a literature review using the library, the Internet, or LexisNexis to find relevant articles, studies, and census data on your target audience(s).
- Conducting focus groups with your target audience(s) to determine their attitudes about an issue. Focus groups involve relatively few people in a 90-minute discussion group, which allows much more flexibility in asking questions than a survey. They are often a good complement to surveys, which tell you what people think and do, but not why. The results of focus groups, however, cannot be generalized to an entire community because the participants are not representative of the population as a whole.
- Reviewing the “Who Am I Trying to Reach?” and “Research: *It All Adds Up* Initiative-Design and Target-Audience“ sections of this toolkit on the research that resulted in the *It All Adds Up to Cleaner Air* messages’ and materials’ tone and content.
- Conducting pre-campaign telephone surveys or intercept surveys to identify public attitudes and awareness of local air quality and transportation issues in your community. Samples of a telephone and intercept survey are included at the end of this chapter or on the italladdsup.gov website.

Focus Groups

Focus groups are small group discussions of approximately seven to nine people in which a moderator, using a prepared outline, leads the participants through a series of questions about a given topic, with the flexibility to explore feelings and attitudes. Focus group participants are encouraged to be honest and open about their comments and responses. The focus group process allows in-depth probing of the target audiences' knowledge, awareness levels, ideas on particular issues, motivation, as well as their perceptions of and responses to specific materials. Properly used, focus groups can serve as a good source of general information and ideas, although they will not provide the statistically reliable data gleaned from surveys. This is true for two reasons: focus group participants are usually chosen because they have something in common (rather than randomly, as in surveys), and the questions may vary (rather than the same questions being asked in the same way of everyone, as in surveys).

As described in the “Initiative Overview,” “Who Am I Trying to Reach?” and “Research: *It All Adds Up* Initiative-Design and Target-Audience” sections of this toolkit, focus groups were initially conducted for the *It All Adds Up to Cleaner Air* initiative to obtain critical information on the knowledge, attitudes, and behaviors of the general driving public. Additional groups were convened to test potential program concepts and messages before creative materials were produced.

A market research firm can help you to plan and conduct focus group testing by providing services such as recruiting participants, providing a moderator, conducting the groups, and preparing a final summary report. This section of the toolkit contains a sample focus-group-participant recruitment screener, moderator's guide, and focus-group-participant information sheet to help you understand the tools a research firm typically develops and to assist you in overseeing the focus group process. The screener is used to locate participants that match the attributes of your target audience(s). The moderator's guide is a prepared outline used to steer the discussion. The participant information sheet is filled out at the end of the focus group by each person and is used to obtain additional factual details. While participants are filling in the information, the moderator can check with you to see if any additional questions need to be asked. Participants are normally provided with refreshments and a small monetary compensation, which your market research firm helps you determine, based on your geographic area and the issue you are examining.

To locate a firm to conduct your focus groups, you could call a local chapter of a national public relations, advertising, or communications association (e.g. American Association of Public Opinion Research, Marketing Research Association, Public Relations Society of America, and American Association of Advertising Agencies). You could also look for directories of such firms at the library and in your phone book's yellow pages under “market research.”

Note: Surveys and focus groups require an array of skills and should be conducted by trained professionals. If your organization has the budget to hire a market research firm to conduct surveys, please read the “Evaluation” section of this toolkit and visit italladdsup.gov to get survey questions that have been carefully researched and designed to gather information aligned with the objectives of increasing awareness and changing attitudes about transportation choices that contribute to cleaner air. For your convenience, the questions are available in multiple

formats (e.g., telephone survey and one-on-one “intercept” survey). Also, at the end of this section are a sample focus-group screener, moderator’s guide, and participant information sheet, if you have enough funds to allow you to probe your target audiences’ knowledge, awareness levels, ideas on particular issues, motivation, as well as their perceptions of and responses to specific materials. If you do not have access to trained market research expertise, we strongly suggest that you rely on existing research, such as that summarized in the “Research: *It All Adds Up* Initiative Design and Target Audience” section of this toolkit, rather than attempt to conduct your own. If you only have enough funds to cover either pre/post campaign surveys or focus groups, we recommend that you conduct the surveys, because they will give you quantitative information by which you can evaluate your program.

AUDIENCE ANALYSIS CHART

To help guide your information-gathering process, provided below is a set of key questions and possible data sources. Note: Please review the extensive research results from testing *It All Adds Up to Cleaner Air* messages and materials in toolkit sections “Who Am I Trying to Reach?” and “Research: *It All Adds Up* Initiative-Design and Target-Audience.”

KEY QUESTIONS	POSSIBLE DATA SOURCES
What is our transportation and air quality issue?	<ul style="list-style-type: none"> Local statistics on air pollution and traffic congestion Local universities and University of South Florida (http://www.cutr.eng.usf.edu), Texas Transportation Institute, (tti.tamu.edu), and Georgia Institute of Technology (http://www.transaq.ce.gatech.edu)
What is the demographic distribution of individuals affected by this issue (e.g., age, sex, economic level)?	<ul style="list-style-type: none"> Census Bureau data (http://www.census.gov) State and local transportation and air quality agencies data
Who is our target audience(s) and what is its size(s)?	<ul style="list-style-type: none"> Census Bureau data (http://www.census.gov) State and local transportation and air quality agencies data
Is our target audience(s) aware of the issue?	<ul style="list-style-type: none"> Surveys Focus groups Consultation w/experts Literature review Internet
Does our target audience(s) have the necessary facts about the issue? Does our target audience(s) know how to prevent or respond to the issue?	<ul style="list-style-type: none"> Surveys Focus groups Literature review Consultation w/experts
Does our target audience(s) believe they are contributing to the problem?	<ul style="list-style-type: none"> Surveys Focus groups
Does our target audience(s) recognize the benefits of changing their actions?	<ul style="list-style-type: none"> Surveys Literature review Focus groups

Does our target audience(s) feel they will receive positive social support if they adopt the recommended actions (i.e. do social norms support or undermine change)?	<ul style="list-style-type: none"> • Surveys • Focus groups • Literature review
Does our target audience think they can perform the recommended actions (i.e. are they realistic)?	<ul style="list-style-type: none"> • Surveys • Focus groups
What are the misperceptions among our target audience(s) re: the link between transportation and air quality?	<ul style="list-style-type: none"> • Surveys • Focus groups • Literature review
Does our target audience have the knowledge/skills to perform the desired action(s)?	<ul style="list-style-type: none"> • Surveys • Literature review • Focus groups
Are there any barriers to change? What kinds of transportation options are available to our residents? Are needed services and materials available and accessible to our target audience(s)?	<ul style="list-style-type: none"> • Audit of community services and materials • Consultation w/experts • Focus groups • Surveys
Are individuals starting to change? What are the trends?	<ul style="list-style-type: none"> • Surveys • Local statistics on use of alternative modes of transportation, changes in air quality over time, etc.
What individuals or groups influence the target audience(s)' actions?	<ul style="list-style-type: none"> • Consultation w/experts • Literature review • Surveys • Focus groups

Identify Channels for Reaching Your Target Audience(s)

To successfully reach your target audience(s), it is important to identify the most popular and credible communications channels among each group. Channels may include the media; materials such as advertisements or brochures; and interpersonal communications, such as with community leaders and service providers. Key questions for identifying the best communications channels and possible data sources are listed in the following chart:

KEY QUESTIONS	POSSIBLE DATA SOURCES
What are the most popular communications channels among our target audience(s) (e.g. number of hours per day spent with television, radio, print)?	<ul style="list-style-type: none"> • Commercial data, such as Nielsen and Arbitron • Media trade associations • Focus groups • Surveys (intercept surveys, pre- and post campaign)
What are the most popular radio stations, television programs, and viewing and listening times among our target audience(s)?	<ul style="list-style-type: none"> • Commercial data • Television outlets' data • Local advertising/public relations agencies • Radio stations' data
What are the most popular print publications among our target audience(s)?	<ul style="list-style-type: none"> • Commercial data • Local advertising/public relations agencies

	<ul style="list-style-type: none"> • Publications' data, e.g. circulation
Is there billboard or transit advertising in our community? Number of locations and reach?	<ul style="list-style-type: none"> • Data from companies who own or manage the space
Which movie theaters/live theaters are most popular? Are there opportunities to place PSAs/paid ads?	<ul style="list-style-type: none"> • Assessment of popularity and geographic location • Local theaters' data
What is the geographic coverage of our media distribution? Does it reach all of our target audience(s)?	<ul style="list-style-type: none"> • Media directories (found at a local library or through a local public relations agency) provide lists and descriptions of media outlets
Are local television, radio, or print outlets looking for programming, PSAs/paid ads, or story ideas?	<ul style="list-style-type: none"> • Contact media outlets' advertising and news depts. • Consult w/experts
How popular are specific formats (e.g. talk shows, news, entertainment) with your target audience(s)?	<ul style="list-style-type: none"> • Commercial data • Focus groups
Do our media outlets have any restrictions regarding placement of PSAs/paid ads or programming content?	<ul style="list-style-type: none"> • Contact media outlets • Consult w/experts
Where does our target audience(s) seek transportation/air quality services?	<ul style="list-style-type: none"> • State and local transportation & air quality agencies • Consult w/colleagues

Choose the questions that will help you gather the most relevant information about your target audience(s). Consider contacting media outlets in your community to answer some of the questions. They can provide you with ratings, valuable qualitative market information, and demographic data that can help you design an advertising schedule. Also, consult with media trade associations, such as the American Association of Advertising Agencies or your local Advertising Club, which may provide free, general data on your target audience's media habits. Commercial media-habit surveys administered by Nielsen and Arbitron may be obtained from local public relations and advertising agencies.

Assess Credible Messengers for Reaching Your Target Audience(s)

Identifying the most popular and credible messengers to communicate your message is a key final step in the communications-planning process. Keep in mind that although some messengers may be very popular with the target audience, they may not be relevant spokespersons for transportation and air quality issues. Consider the pros and cons of using each potential spokesperson. For example, while a local entertainer may be popular with your target audience, his/her past or future behavior may affect the message he/she delivers regarding your issue.

Building a coalition with diverse membership can be especially valuable in reaching your target audience(s). Not only are the individual members credible with their constituents, but as a whole, the coalition can reach people who aren't aligned with a particular transportation or air quality stance. The fact that diverse interests can agree on the importance of these messages makes a strong statement to the public. For more information on building a coalition, see "[Who Can I Ask for Help?](#)"

Key questions and possible data sources to identify messengers include:

Who are the primary public figures that reach and influence our target audience(s) (e.g. media figures, entertainers, sports figures, political leaders, religious leaders)?	<ul style="list-style-type: none">• Focus groups• Content analysis of media coverage and advertising• Advertising/public relations agencies• Commercial surveys
Who are our most credible spokespersons and role models around issues of transportation/air quality?	<ul style="list-style-type: none">• Focus groups• Surveys with the target audience(s)
Who are our other popular community figures, such as teachers, employers, professionals?	<ul style="list-style-type: none">• Focus groups• Surveys with the target audience(s)
Who are the peer and opinion leaders among our target audience(s) (e.g. friends, family members)?	<ul style="list-style-type: none">• Focus groups

Taking the time to understand your audience(s) and to identify the relevant channels and messengers for reaching them will provide you with a strong foundation for developing a successful strategic communications plan for your program.

**Focus Group
Participant-Recruitment Screener**

SAMPLE TRANSPORTATION/AIR QUALITY FOCUS GROUP SCREENER

Goal: To recruit adult drivers who might consider alternatives to driving alone

Hello. This is _____ of _____, an independent marketing research firm. We are holding discussions about a variety of transportation and air quality issues. I would like to ask you some questions to see if you qualify to participate in one of the discussion groups. The groups will be held on (DATE/TIME) and will last approximately two hours. Refreshments will be served and you will receive \$_____ for your participation.

1. Have you or a member of your immediate family ever worked in advertising or marketing research?

() Yes - *THANK AND TERMINATE*

() No

2. Have you participated in a focus group within the last six months?

() Yes - *THANK AND TERMINATE*

() No

3. Do you work for either a government agency or business that deals with transportation or the environment?

() Yes - *THANK AND TERMINATE*

() No

4. Are you a licensed driver?

() Yes

() No - *THANK AND TERMINATE*

5. In what year were you born? *ENTER YEAR:* _____

IF REFUSED, ASK:

Could you tell me if you were born: (*READ CATEGORIES*)

() Before 1924

() From 1925 to 1942

() From 1943 to 1960

() From 1961 to 1981, or

() From 1982 to now?

6. In a typical week, about how many times do you drive a passenger vehicle? Count each time you get behind the wheel and drive someplace.

() 0 – 10 times/week - *THANK AND TERMINATE*

() 11 – 20 times/week

() 21 – 30 times/week

() more than 30 times/week

7. Are you:

() Employed full-time

() Employed part-time

() Retired

() A student

() Currently unemployed - *RECRUIT NO MORE THAN 2 FOR EACH FOCUS GROUP*

8. How do you usually commute to work?

- ☐ Drive alone in a passenger vehicle (car or SUV)
- ☐ Other - *RECRUIT NO MORE THAN 2 FOR EACH GROUP*

9. Our study has to do with some issues related to our natural environment. Would you please tell me which of the statements best describes how you feel about the environment?

THANK AND TERMINATE IF RESPONDENT AGREES WITH FIRST STATEMENT:

- ☐ I am an environmentalist and think it is important to do whatever I can to protect our environment, even if that means doing things that are inconvenient or more costly.

RECRUIT FROM RESPONDENTS WHO AGREE WITH EITHER OF THESE STATEMENTS:

- ☐ I think it is important to take steps to protect the environment, but I don't think it's reasonable to expect people to do things that are inconvenient, time-consuming, or more costly.
- ☐ The environment is somewhat important to me, although I often make decisions based on other factors, such as convenience or cost.

THANK AND TERMINATE IF RESPONDENT AGREES WITH THE FOLLOWING STATEMENT:

- ☐ I don't feel the condition of the environment warrants as much attention as some people think. Besides, there are too many more important things for me to think about.

10. Our study also has to do with automobile and SUV driving. Would you tell me which of the following statements best describes how you feel about driving your vehicle:

THANK AND TERMINATE IF RESPONDENT AGREES WITH FIRST STATEMENT:

- ☐ I am an environmentalist and think it is important to do whatever I can to reduce my vehicle's emissions, even if that means getting around in ways that are less convenient, more costly, or more time consuming.

RECRUIT FROM RESPONDENTS WHO AGREE WITH THESE STATEMENTS:

- ☐ I think it is important for me to take steps to drive my vehicle less, but I don't think it's reasonable to expect people to do things that are inconvenient, time-consuming, or more costly.
- ☐ It is somewhat important to me to drive alone less, although I make decisions on how to get around mainly based on factors such as convenience or cost.

THANK AND TERMINATE IF RESPONDENT AGREES WITH EITHER OF THESE STATEMENTS:

- ☐ I am completely dependent on my vehicle to get to work and accomplish errands.
- ☐ I wouldn't consider any way other than driving alone to commute or do errands.

11. What is the last grade of school you completed?

- ☐ Some high school/high school graduate/GED
- ☐ Some college/community college graduate/AA: Associate of Arts/technical school/professional business school
- ☐ College graduate/post-graduate degree

I would like to invite you to take part in a discussion group with other people who live in this area. The session is

informal and all you will be asked to do is give your opinions. The discussion will last about two hours and we will give you \$XX.XX for attending. The discussion will be held on _____.

Group 1:() 6:00 pm - A light dinner of deli sandwiches and refreshments will be provided.

Group 2:() 8:00 pm - Snacks and refreshments will be provided.

GIVE RESPONDENT DIRECTIONS TO FACILITY. We will call you the day before to remind you about this discussion. We will be counting on your attendance, because we will only be inviting 10 people. May I please get your:

Name: _____

Telephone: (home) _____ (work) _____

Focus Group Moderator's Guide

SAMPLE TRANSPORTATION/AIR QUALITY

MODERATOR'S GUIDE

Target Audience: Driving Public

I. Opening remarks

A. What we're going to do in this group:

1. Legitimate research - how this research is used
2. No selling
3. No changing of minds
4. No forcing of consensus

B. How we'll conduct the group:

1. Informal conversation
2. The role of the moderator
3. No right or wrong answers
4. Please be frank
5. Agree to disagree
6. Everyone has a right to his or her opinion
7. Sponsors are in adjacent room behind one-way mirror

C. Introductions:

1. How long in this area?
2. Occupation, if employed outside the home?
3. Family composition?
4. Things your family likes to do together?

II. When you think about issues that affect the quality of life in the region, what comes to mind?

[THIS IS A QUICK PROBE TO SEE WHETHER TRAFFIC CONGESTION OR THE ENVIRONMENT COMES UP AS A PRESSING ISSUE.]

A. What would you say are the most important issues facing you?

B. What kinds of things do you think individuals living in the area can do to improve the quality of life?

1. What kinds of things do you think you as an individual can do to improve the quality of life?
2. When I say “quality of life,” what does this idea mean to you?

[BASED ON OPEN-ENDED RESPONSE, THE FOLLOWING MAY BE USED TO PROBE DEEPER INTO THIS ISSUE.]

- a. What do you care about?
 - b. What are the things in life that really matter to you?
 - c. If you could have any more of any one thing in life, what would it be?
3. How important would you say it is that attention immediately be given to protection of the environment in this region?
 - a. Are there elements of the area’s environment that need protection?
4. How important would you say it is that attention immediately be given to traffic congestion in this region?
 - a. Are there aspects of the area’s congestion that need special attention?

MODERATOR WILL PRESENT A SELECTION OF ADS. PARTICIPANTS WILL ADDRESS EACH AD IN LIGHT OF THE FOLLOWING QUESTIONS. THERE WILL BE EXTENSIVE DISCUSSION OF THEIR PERCEPTIONS OF EACH, AND THEIR IMPRESSIONS OF WHICH MESSAGE IS MOST EFFECTIVE IN INFLUENCING THEIR ATTITUDE AND BEHAVIOR. BY END OF DISCUSSION THEY WILL HAVE DETERMINED WHICH ADS APPEAR TO BE MOST CONSISTENT WITH THE STRATEGY OF THE CAMPAIGN AND WHICH MESSENGER(S) APPEARS TO BE MOST EFFECTIVE.

C. I’m going to show you some ads that you might see in the newspaper or magazines. As I show each, I’d like you to tell me:

1. What point do you think they are trying to make with this ad?
2. What do they want you to do (as a result of seeing this)?
3. Who do you think they want to see this?
4. Do you feel like you are part of this “target audience?” Why/Why not?
5. Is what this says believable? Why/Why not?
6. Do you agree with what it says? Why/Why not?
7. Where would you expect an ad like this to come from?
 - a. What would you think if it came from the federal government?
 - b. What would you think if it came from your state government?
 - c. What would you think if it came from your city government?

- d. Does it mean more if it comes from a national organization or a local organization, or vice versa?
 - e. How about if it came from a nonprofit organization interested in the environment?
 - f. What about a group of organizations, including the local government, local transportation organizations, and groups interested in the environment?
 - 8. Which of these sources would be most credible delivering the messages I have been describing?
- D. [FALSE CLOSE; MODERATOR GIVES PARTICIPANTS INFORMATION SHEETS TO FILL OUT AND LEAVES THE ROOM TO ASK SPONSORS IF THEY WANT ANY ADDITIONAL QUESTIONS ASKED.]
- E. Thanks and closing

#

Participant Information Sheet

Participant Information Sheet

1. Age: _____
2. Sex: ☐ male ☐ female
3. Occupation: _____
4. Education Level: ☐ some high school/high school graduate/GED
☐ some college/community college graduate/AA: Associate of Arts/
technical school/professional business school
☐ college graduate/post-graduate degree
5. How would you describe the area where you live? ☐ urban ☐ suburban ☐ rural
6. What were the primary factors in your decision to live in this area? (check all that apply)
- | | |
|---|---|
| <input type="checkbox"/> cost of housing | <input type="checkbox"/> access to mass transit |
| <input type="checkbox"/> schools | <input type="checkbox"/> access to stores |
| <input type="checkbox"/> access to main roads | <input type="checkbox"/> closeness to work |
| <input type="checkbox"/> other: | |
7. Number of members in your household: ☐ 1-2 ☐ 5-6
☐ 3-4 ☐ 6+
- Number of children: _____ List ages: _____
8. In a typical week, about how many times do you drive a passenger vehicle? Count each time you get behind the wheel and drive someplace.
- | |
|--|
| <input type="checkbox"/> 0 – 10 times/week |
| <input type="checkbox"/> 11 – 20 times/week |
| <input type="checkbox"/> 21 – 30 times/week |
| <input type="checkbox"/> more than 30 times/week |
9. Do others in your household also drive a passenger vehicle? ☐ yes ☐ no
- If **yes**, how many times per week?
- | |
|--|
| <input type="checkbox"/> 0 – 10 times/week |
| <input type="checkbox"/> 11 – 20 times/week |
| <input type="checkbox"/> 21 – 30 times/week |
| <input type="checkbox"/> more than 30 times/week |
- 10a. How do you usually get to and from work?
- | | |
|---|---------------------------------|
| <input type="checkbox"/> drive your own car | <input type="checkbox"/> walk |
| <input type="checkbox"/> ride a bus | <input type="checkbox"/> bike |
| <input type="checkbox"/> carpool | <input type="checkbox"/> other: |

10b. How would you categorize your non-work travel?

- | | | |
|---|--|--|
| <input type="checkbox"/> errands | <input type="checkbox"/> combine trips | <input type="checkbox"/> go as you need to |
| <input type="checkbox"/> leisure activities | <input type="checkbox"/> combine trips | <input type="checkbox"/> go as you need to |
| <input type="checkbox"/> other: | <input type="checkbox"/> combine trips | <input type="checkbox"/> go as you need to |

10c. How do you travel during this time?

(Check all that apply)

- ☐ drive my own car
☐ use public transit (bus/rail)
☐ ride a bike
☐ walk
☐ other:

11. What are your transportation options? Please check all that apply, and rate each option as **GOOD**, **FAIR**, or **POOR**.

DRIVE ALONE

Available: ☐ yes ☐ no

	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
convenience of schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pleasant travel environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CARPOOL/VANPOOL

Available: ☐ yes ☐ no

	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
convenience of schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pleasant travel environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BUS/OTHER PUBLIC TRANSIT

Available: ☐ yes ☐ no

	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
convenience of schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pleasant travel environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WALK

Available:

☐ yes☐ noGOODFAIRPOOR

accessibility
convenience of schedule
cost
safety
pleasant travel environment

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BICYCLE

Available:

☐ yes☐ noGOODFAIRPOOR

accessibility
convenience of schedule
cost
safety
pleasant travel environment

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OTHER, PLEASE EXPLAIN:GOODFAIRPOOR

accessibility
convenience of schedule
cost
safety
pleasant travel environment

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Would you change/keep anything about your ways of getting around?

WHO CAN I ASK FOR HELP? (Coalition Building/Maintenance)

The support of organizations in your community will increase the likelihood that your program will be successful. You could solicit the help of experts in fields such as transportation, environment, public relations, and market research. In addition, consider seeking the support of community members who have established networks that could help relay your messages to your target audience(s). These contacts must be made early in your program. Remember you are competing with many other community issues. Enlisting the support of these community allies can help extend the reach, impact, and credibility of your program and messages.

One way to gain the support and strength of allies is to create a community coalition. Increasingly, public education initiatives are using coalitions to mobilize public involvement at the community, state, regional, and national levels to address a myriad of issues, such as smoking cessation, drug abuse, education, politics, cancer, violence prevention, mental health, and safety. A coalition is simply an alliance of various parties, unified for one purpose. Local coalitions can be very effective and powerful. For example, Mothers Against Drunk Driving (MADD) has been instrumental in changing the public's attitude, and thereby, laws on drinking and driving. You could create a coalition that focuses only on your current program goals and objectives, or you may seek to build a coalition that will be involved in this initiative as well as future transportation/air quality programs in your community.

Benefits to Forming a Coalition

There are many advantages to bringing together a broad spectrum of organizations to focus on specific issues. Collaboration can be an effective and rewarding method of identifying and pursuing common objectives and strategies, with both short- and long-term benefits. Advantages for building a coalition include the following:

- \$ effective and efficient delivery of messages and programs to increase public knowledge of the issues and available resources;
- \$ increased communications and coordination among similar and potentially opposing organizations, reducing antagonism and duplication of efforts;
- \$ creation of a network of community leaders to share limited human, financial, and other resources;
- \$ development of widespread public support for issues, actions, or needs;
- \$ development of innovative, multi-level solutions to complex problems;
- \$ mobilization of organizations to achieve joint actions, greater than any single organization could achieve independently; and
- \$ improved public image of the program and all organizations involved.

Challenges to Forming a Coalition

Along with the many advantages of coalitions, there are several challenges, which you will best be able to meet if you anticipate them. Some of these difficulties may include:

- \$ maintaining group cohesion and building relationships that supersede personal and organizational conflicts, including turbulent historical relationships, mistrust, and conflicting points of view;
- \$ focusing organizations on common, as opposed to controversial, issues;
- \$ encouraging collaboration among groups that desire to maintain their own identity;
- \$ minimizing name-only involvement resulting from lack of commitment, time, or resources for participation;
- \$ providing a range of roles so that organizations can participate on a level commensurate with their resources and goals;
- \$ identifying appropriate individuals who also have the authority to make a commitment or decision on behalf of their organization; and
- \$ sustaining the group, especially during crisis situations.

Steps to Creating and Working with a Community Coalition

Recruiting Coalition Members

1. Determine your needs and who or what organizations could best fulfill them. Have a clear vision of what you want them to contribute and select partners who meet those qualifications, such as:
 - \$ genuine interest in and commitment to the issue;
 - \$ established influence with the target audience(s);
 - \$ positive reputation in the community;
 - \$ ability to commit resources (time, staff, funds, etc.); or
 - \$ track record of teaming with community agencies.
2. Potential coalition members should be those individuals and organizations who have a stake or interest in reducing traffic congestion and air pollution. This list includes those who are traditionally involved (e.g., state and local government officials, transportation industry representatives, environmental advocacy groups, public health professionals, leaders of influential community groups), as well as those who are indirectly involved (e.g., businesses, consumer groups, media, civic organizations, health care providers). See the list at the end of this section for categories of prospective coalition participants.

A key to sustaining success is involving a diverse range of partners: in diversity there is strength. As long as the goal and agenda are set and agreed to by potential members, there should be no problem involving organizations that have varying agendas. The messages of the *It All Adds Up to Cleaner Air* initiative have been proven to be able

to bring together a diverse group of stakeholders.

3. Research the individuals or groups you want to recruit so you can relate to their interests and goals when you contact them. It is also important to determine an organization's potential to be controversial, its credibility, and its standing in its field.
4. Draft a letter to potential coalition members inviting them to participate in an initial organizing meeting. Follow up by phone to discuss coalition membership and answer any questions or concerns they may have. In recruiting participants, peer-to-peer contacts are valuable. If you want to attract CEOs or chairpersons, a high-level person or chair of your organization should be involved in the recruitment process.
5. When any coalition member speaks or meets with a potential member, he or she should provide a brief history of the coalition and the program, summarize the purpose of the coalition, and clearly explain what is expected from the potential member to support the initiative, why they have a stake in supporting it, and what benefits they will experience by getting involved. The *It All Adds Up to Cleaner Air* marketing kit includes a variety of useful materials, such as an overview of the initiative, a summary of the research behind the initiative, and promotional flyers for each of the core messages, which appeal to specific, different potential members.

Conducting Your First Coalition Meeting

Once you have recruited the key members of your coalition, prepare an agenda and gather everyone together for the introductory meeting. At this meeting, review the program goals and objectives, the target audience, key messages, and the timeline. Show the group the *It All Adds Up to Cleaner Air* print and broadcast ads, which are provided in this toolkit. Depending on the size of your coalition, consider dividing the participants into committees based on their talents and desires, and select committee heads. You also will need to determine a schedule for future coalition and committee meetings, e.g., holding committee meetings once a week and overall coalition meetings once a month during ozone season, and as needed during the rest of the year for planning and preparation of materials and activities. Keep in mind that conflicts with members' schedules will arise, because most of them have full-time jobs, and establish a system for reporting to members who miss a meeting or event.

You also could use this first meeting as a brainstorming session. Review the program activities you have planned and ask for ideas. For example, one of your coalition members may have key connections or ideas about how to work with other organizations or the media to help meet the program's objectives.

Establishing Group Processes

Forming a coalition requires teamwork, perseverance, cooperation, imagination, and commitment. Once the coalition has been established and is ready to begin work, it is important to agree upon group processes, especially communications. Each coalition develops its own pattern of interaction, which goes through various phases as the members learn to trust one another. Successful coalitions depend on an efficient system for communications and coordination. Make sure, for example, to establish agreement among the participants on next steps to take as a result of each meeting. All coalition members should be apprised of upcoming events, programs, and discussions. Following meetings, send out a letter of appreciation along with a summary of the information discussed and the next steps.

Ways Coalition Members Can Help the Program

A diverse group of coalition members can support your program in a wide variety of ways, such as:

Urging the media to use broadcast and print advertisements as PSAs. A community coalition has great influence, e.g., TV and radio stations give greater consideration to airing the *It All Adds Up* ads for free if they receive calls and letters from public officials, industry experts, business leaders, and consumer groups all endorsing the ads. Also, consider recruiting newspaper editors and radio and television station representatives as members of your coalition, enabling you to have more direct access to and support from the media.

Seeking support of local decision makers/opinion leaders. Some of your coalition members may have influence with your town, city, or state government officials. You may have recruited such officials as members of your coalition. Look to these members and their contacts to gain support for your program. In the same way that coalition members can promote your program to TV and radio stations, they also can have a powerful influence on elected officials and their resources to extend the reach of your program messages.

Developing network and resource linkages. Leverage your coalition members' skills, talents, and links to various resources, in order to disseminate your messages. If one member has expertise in the use of the Internet, for example, he/she could help you use this resource to gather research or to spread program messages by posting information on his/her organization's World Wide Web site.

Recruiting others. To expand your community support and message dissemination, encourage your members to recruit others who have missions similar to their own. People are more willing to join a cause when invited by colleagues and friends whose advice they trust. But don't give up if your membership seems small at first. Some people are more willing to join an effort after it demonstrates progress and success.

Helping to conduct research. Consider recruiting members with experience in market research and evaluation. Their skills will be valuable in assessing the current knowledge, attitudes, and behaviors of your target audience(s), as well as the overall effectiveness of your initiative in

meeting its objectives.

Comparing and contrasting past or similar programs. Your coalition members may already have been involved in a similar program and can bring a contrasting viewpoint, fresh ideas, or the benefit of lessons learned from previous activities.

Writing guest opinion columns. Coalition members who are respected community leaders may be willing to byline a letter to the editor or a guest opinion column in your local newspaper. This letter or column offers a citizen=s viewpoint of the issue and can promote the program messages. (See Effective Media Relations for examples.)

Disseminating program materials. Some coalition members may want to serve as “dissemination partners” by using their organization=s distribution networks to deliver materials and messages.

Conducting workplace outreach. If there are business leaders on your coalition, they may be willing to distribute program messages to their employees through internal vehicles such as an interoffice newsletter or bulletin boards in common areas.

Sustaining Your Coalition

There are many challenges to maintaining the vitality of a coalition. Some general tips include:

- § Address coalition difficulties as they occur. Don=t let problems fester. If, for example, there is a conflict between two members, bring them together and work out a solution.
- § Share the power and leadership responsibilities among participants. Avoid cliques and “in groups.” Make a conscious effort to keep *all* members active and involved.
- § Recruit and involve new members. Organizations benefit from new blood, diversity, and fresh points-of-view. A mix of new members with seasoned members provides a coalition with a winning combination of enthusiasm, energy, and experience.
- § Maintain open communications among members. Make every effort to encourage active participation and communications.
- § Support the lead agency and allocate resources so that no one group or person reaches the burnout point. For the coalition to be effective in reaching its goals, it will need to operate over a significant period of time. Burn out will occur unless steps are taken to revitalize the group and to assure that no one person is bearing undue responsibility.
- § Celebrate and share successes to maintain the group’s morale. Recognize short-term gains and achievements. This can be accomplished in a variety of ways, such as sending thank you letters; recognizing members with awards; citations and committee chair appointments; and acknowledging their work in your newsletter and at meetings.

- § Stay in touch with your partners to gauge the progress of assigned activities, provide any needed support, and make adjustments and improvements to their roles as needed.
- § Evaluate your progress. Evaluations not only are a valuable means of assessing progress, but also are helpful to members in reporting to their own organizations about the success of the coalition.

Summary

In summary, there are several key elements to establishing and maintaining a successful coalition, which are:

Common Goals B The need or desired change must be understood and agreed upon by all involved.

Communications B Use language that all participants can understand. Avoid professional or industry jargon.

Each Member is Important to the Coalition B Each participant should perceive him/herself as an important part of the whole, contributing to its success.

Opportunity to Participate B Each member should have input into the development of your goals, methods, and decisions.

Ownership B Members feel responsible for an activity or product results from participating in the coalition decision-making process; and provides an opportunity for individual accomplishments.

Efficient, Effective Meetings B Keep coalition meetings moving toward the agreed-upon goals, objectives, and tactics. Each meeting should make progress on implementing the initiative, which participants can recognize by the end of the meeting.

Process and Procedures B Establish a format for conducting meetings and decision-making early in the development of the coalition.

Shared or Situational Leadership B It is important that several members of the coalition share leadership responsibilities.

Member Recognition - To keep your coalition members involved and enthusiastic about the initiative, strive to recognize their work whenever possible.

POTENTIAL COALITION PARTICIPANTS

State and Local Government

Governors
State Regulatory Commissions
State Departments of Transportation
State Departments of Health
County and City Health Officials
State Departments of Education
State Departments of Motor Vehicles
State and Local Legislators
City Council Members
Mayors
Metropolitan Planning Organizations
Local and Regional Transportation Authorities
State Highway and Transportation Officials

Transportation Industry

Automobile Manufacturers
Local Transit Operators
Trucking Companies
Freight Companies
Transportation Companies

Auto Interest Groups

Motor Vehicle Administrators
Automobile Manufacturers
Vehicle Service Stations
Automotive Dealers
Vehicle Inspection Stations

Fuel & Utility Industry

Gasoline Stations
Fuel and Oil Companies
Local Utility Companies

Environmental/Public Health Groups

State Medical Associations
Local Air Pollution Control Officials
State Air Quality Management Officials
State and Territorial Air Pollution Program
Administrators
Public Health Officials
Health Professionals

Businesses

City and State Chambers of Commerce
Major Local Companies

Driving Public

State Driver Education Association
State and Local Automobile Associations
State and Local Highway Safety Groups

Advertising/Public Relations

Advertising Agencies
Public Relations Agencies
Advertising/Public Relations Clubs
Market Research Firms

Civic/Service Organizations

Jaycees
Rotary Club
Lions Club
Kiwanis
Neighborhood Associations
Fraternities and Sororities
Faith-based Organizations

Youth Groups

Boy Scouts/Girl Scouts
4-H
Student Councils

Media

Local News Wire Services
Newspapers
Newsletters
Magazines
Radio Stations
Television Stations
Cable Stations
High School and College newspapers

Educational Groups

Teacher Unions
Parent-Teacher Associations

HOW DO I DEVELOP THE ROAD MAP? (Creating a Strategic Communications Plan)

Developing a strategic communications plan will provide you with a roadmap as you design and implement all of your transportation and air quality program activities.

Your plan should be designed to meet the information needs of your target audience(s), which you identified using the market research discussed in the “Research” and “Community Assessment” sections of this toolkit. Its scope will be determined by the resources you and your coalition partners have for the effort. Use the worksheet at the end of this section to help you develop a draft plan. Conduct brainstorming sessions with your staff and outside experts to seek input and creative ideas. Once you have a draft in hand, hold a meeting with your coalition partners to solicit their recommendations. Incorporating suggestions from your partners will help solidify their support for the program. Consider your plan to be a working document that will be revised over time as your program moves forward.

Key Components of the Plan:

Establish Communications Goals and Objectives

- § Begin your plan by broadly defining the overall issue or problem your program will address (e.g., a high percentage of air pollution is caused by individuals making optional trips during peak drive-time in poorly maintained vehicles).
- § After reviewing the goals and objectives of the *It All Adds Up to Cleaner Air* initiative, list any additional goals and objectives your program is designed to accomplish in your community. In order for your program to be successful, these should be realistic, clear, and action-oriented.
- § Your program goals should be specific and measurable where possible. For example, increase by five percent the number of young drivers who regularly maintain their cars (if it is possible to measure this group). Your objectives are the intermediate steps needed to achieve the goal and may be tied to increasing awareness or knowledge, changing attitudes, improving skills, or reducing barriers (e.g., increase by fifteen percent the number of drivers education classes that include car maintenance information in their curriculum).

Define Your Target Audience

- § During the research phase of *It All Adds Up to Cleaner Air*, we learned that the message attributes that were most motivating C *convenience, effectiveness, and simplicity of specific actions* C were those that appealed to a very broad segment of the general public. Focus group research also showed that people were very sensitive to the message tone and manner. These findings played an important role in guiding creative development of the print and broadcast advertisements produced for *It All Adds Up to Cleaner Air*. Often, the primary

audience for a message will be a subset of the general population. Therefore, if there are other audience(s) within your community that you plan to reach with your program, list them here. Then, identify your secondary audience(s) B those who can influence the primary audience and help implement the program (e.g., environmental organizations, employers, teachers, the media).

- \$ Try to further define specific segments of your target audience(s) by their behavior or other considerations. For example, among the general public, are you trying to reach people who currently drive alone to work every day? Who carpool or take the bus once a week? Who only pay attention to their cars= maintenance when a problem arises? Also, consider factors such as race, ethnicity, gender, age, income, geography, and language. For example, you may be interested in designing a program to reach men ages 22-30 who only get their vehicles serviced when there is a problem.

Identify Key Messages, Materials, and Activities

- \$ In addition to the key messages emphasized in the *It All Adds Up to Cleaner Air* materials, briefly summarize any additional information, attitudes, or skills you want to communicate to your community and/or specific target audience(s). Also, describe any supplementary materials that need to be developed based on the types of channels you select in the next step. For example, if you plan to generate media coverage, consider creating a press kit or other media materials.
- \$ This section is also where you should define major activities to be conducted, such as strategy development meetings, coalition partnership activities, media outreach, a kick-off event, community outreach activities, presentations and promotional efforts, and marketing of the print and broadcast advertisements.

Select Communications Channels

In the “Community Assessment” section of this guide, you identified the most credible and popular communications channels among your target audience(s). For your plan, you should list those that will best achieve your objectives (e.g., brochures, direct mail, news stories/editorials, posters, public service or paid advertising, curricula, etc.) To help you choose which channels to use, keep the following criteria in mind:

- \$ **Communications objectives.** Are you trying to raise awareness, build skills, or create a social norm?
- \$ **Target audience(s).** Does a newspaper or magazine have more sway with your target audience than television? How many people does each channel reach?
- \$ **Cost.** Your budget may influence the type of distribution channels you select.
- \$ **Multiple exposures to messages.** Consider how often a media outlet might

feature your message (e.g., multiple airings of an advertisement or a series of feature articles).

- \$ **Use a mix of channels.** Consider an appropriate mix of channels to reach the target audience(s) over time. For example, a news story will generally run only once, while a radio advertisement may receive repeated airings.

Identify Coalition Partners

- \$ As discussed in the “Coalition Building and Maintenance” section of this toolkit, working with other organizations and individuals who care about this issue is a cost-effective way to extend the reach and credibility of your program and messages. List all of your potential coalition partners in your plan (e.g., local government agencies, business or industry organizations, transportation and environmental groups, consumer and civic organizations, advertising and public relations agencies, local media).
- \$ Describe suggested roles for your partners (e.g., provide in-kind services, donate free airtime, distribute program materials) and how you plan to seek their involvement and continued support for the initiative. This will include highlighting specific messages and materials and emphasizing benefits to specific partners (see the *It All Adds Up to Cleaner Air* marketing kit for ideas), ideas for involving them throughout the life of the program (e.g., conducting regular meetings), and methods/tools to measure their participation (e.g., the level and content of their activities in support of the program).

Determine Evaluation Plan

- \$ Assessing your program=s effectiveness is critical to its continued success. A strong evaluation will help you to determine if your program has met its goals and objectives; demonstrate to your funders that your program is effective; guide adjustments to your program; and support future funding.
- \$ Your plan should describe: 1) your approach for reviewing existing research; 2) your plans to conduct surveys and focus groups to explore your target audiences’ current knowledge, attitudes, and behaviors (KAB), as well as formative research to test your concepts and materials; and 3) a process evaluation that assesses the development, management, and effectiveness of your program implementation; and 4) a strategy for conducting an outcome evaluation that measures whether the program achieved its goals and objectives. Typically, outcome evaluation is conducted through a pre- and post-KAB survey of your target audience(s). Your plan should identify a resource to conduct such a survey. Additional information can be found in the “Evaluation” section of this toolkit.

Create a Timeline

- § Develop a step-by-step timeline to keep your program, staff, and partners on track. Make sure to build in reasonable review time for all products and activities.

Ask your staff and coalition partners to review the timeline to ensure that they can carry out their responsibilities in the proposed time frame.

Determine Staffing and Management

- § Create an organizational chart for your program management, including specific staff responsibilities and anticipated coalition partner roles. Ensure accountability by identifying a project leader for each product or activity.

Create a Budget

- § List all your anticipated expenses using the categories listed on the attached worksheet as a starting point. As well as your own agency=s resources, list potential funding sources (e.g., in-kind donations, corporate funding, donated media airtime, discounted ad placement, and coalition partners printing/distributing materials).

IT ALL ADDS UP TO CLEANER AIR
STRATEGIC COMMUNICATIONS PLAN WORKSHEET

1. Title of Program: _____
2. Program Coordinator: _____
3. Definition of Issue: (Why is the program being developed?)

4. Primary Target Audience(s): (Who is affected; whose behavior are you trying to influence?) List in priority order.
 1. _____
 2. _____
 3. _____
5. Specific Target Audience Segments: (List any subsegments by behavior and other variables, such as race, ethnicity, gender, age, income, geography, and language)
 1. _____
 2. _____
 3. _____
6. Secondary Target Audience(s): (List those who influence the primary audience(s) or help implement the program, e.g., media, employers, educators)
 1. _____
 2. _____
 3. _____
7. Communications Goals: (Specify measurable desired actions)
 1. _____
 2. _____
 3. _____
8. Communications Objectives: (Intermediate steps to achieve goals, such as changes in knowledge, attitudes, skills, and social norms; quantify when possible)
 1. _____
 2. _____
 3. _____
9. Communications Channels to Reach Each Target Audience: (For each audience, identify your objective and the relevant channels)

Audience #1
Channels: _____ Objective: _____

Audience #2

Channels: _____ Objective: _____

10. Potential Partners and Activities: (List)

11. Potential Messages, Materials, and Activities:

Audience #1:

Primary Messages/Content: _____

Materials: _____

Activities: _____

(Repeat for each audience)

12. Evaluation

Type of Evaluation	Proposed Methodology
Formative research	(e.g., focus group testing)
Process evaluation	(e.g., monthly reports)
Outcome evaluation	(e.g., pre- and post-surveys of target audience)

13. Program Timeline

Activity	Due Date	Individual Responsible

14. Management and Staffing of Program

Major Program Activity	Lead Staff Member or Partner
Project Direction/Management	
Research and Evaluation	
Strategy Development	
Materials Development/Creative	
Media Outreach/Public Relations	
Administration/Budget	
Partnership Building	

15. Program Budget

Estimated costs for staff time, materials production, materials dissemination, etc.

Budget Item	Estimated Cost
Program Coordinator Salary	
Research and Evaluation	
Program Planning	
Materials Development	
Media Outreach	
Partnership Building	
Temporary Help	
Phone	
Postage/Distribution	
Duplication	
Travel (local and long distance)	

Potential sources of funding for this initiative (e.g., CMAQ funds, corporate contributions, in-kind support, discounted ad placement):

MARKETING MATERIALS AND PLACEMENT TIPS

A variety of marketing materials for the *It All Adds Up to Cleaner Air* initiative have been developed for your use. These materials will not only help you to leverage resources, but will also help to attract the attention of the media and your community. **Your feedback on the effectiveness of these materials within your community is vital to the continued success and sustainability of this initiative.**

Contained in this binder are the following materials:

- Television Advertisements — television advertisements that may be used as paid or public service announcements (the Ad Council PSAs can only be aired free)
- Radio Advertisements — radio advertisements and a variety of “live-read” radio announcer scripts (the Ad Council PSA can only be aired free)
- Print Ads — a selection of 15 print advertisements
- Collateral Materials — camera-ready artwork for developing materials for local media and other audiences (e.g., letterhead, button/label template, logo sheet, etc.)

Television Advertisements

Television advertisements play a specific and important role in this initiative. Television combines sight, sound, and motion to convey a high impact message that can effectively form a connection with the viewers and elicit emotional reactions. Television reaches a large audience and has been found to be most effective when a simple theme is repeated.

Research with the public has found that for maximum impact the messages should be celebratory in their approach. Individuals may take many actions every day for reasons such as ease or convenience, yet not realize they are contributing to better air quality or less traffic congestion. The messages present a spectrum of easy options that encourage the public to trip chain (combine errands and short trips), choose alternative modes of transportation, and maintain their automobiles. This approach allows the public to feel acknowledged for the actions they are already taking and encourages them to continue or expand those activities. It provides a vision of many people doing normal, everyday activities that add up to make a difference. It also conveys a subtle message to those who are not yet making these choices. Please note that these ads are just as effective in non-attainment areas and areas that have limited public transportation options. The approach provides a vision of normal transportation choices across the country.

Enclosed in the inside front cover of this binder is a VHS videotape which allows you to preview the television advertisements. They vary in length and seek to increase awareness of the relationship between transportation choices and air quality. These ads are designed to provide context for your local calls to action.

The television advertisements are entitled:

“It All Adds Up to Cleaner Air”

- Trip Chaining

- Maintenance
- Alternate Choices
- Cleaner Air (featuring master magician Lance Burton)

“Commuter Choice”

- Elevator
- Subway
- Bus Shelter

“Ad Council”

- Tires/Tuned-Cash
- Tuned-Cash/Planet
- Tuned-Wax
- Tires

Scripts of each television ad are also included in this section of the toolkit. In addition, a broadcast quality videotape of the television spots can be ordered and used as a “dub master” for duplication and distribution to television stations in your area. Please note: When adding your community logo to this master, it is critical that the copies of the spots include the encoding (used for national tracking) and closed-captioning.

Radio Advertisements

Radio ads can effectively stir the imagination with voices, sound effects, and music. They are an economical choice for reaching many people. Radio also is an effective medium to inform people about events and specific actions they can take. We have enclosed recorded radio spots and announcer scripts for radio broadcasters to “live read” on the air.

Recorded Radio Advertisements

The recorded radio ads are similar to the television ads in that they support broad themes to raise the public’s level of awareness of the issues. The inside front cover of this binder contains an audio cassette of the radio ads C for you to preview.

The radio advertisements are entitled:

- Trip Chaining
- Maintenance
- Alternate Choices
- Moose

A broadcast-quality compact disk (CD) with the radio advertisements can be ordered and taken to a duplication service in your community for duplication onto either a CD or a reel-to-reel tape (check with your local stations for their preference). Each ad ends before the line, *It all adds up to cleaner air...* because the stations prefer to add the tagline and your sponsorship/contact information themselves. Simply provide the radio station with the broadcast-quality dub, a copy

of the radio ad scripts, and instructions for the tagline. Scripts of the recorded ads are included in this section.

“Live Read” Radio Advertisements

“Live” announcer ads are a tactical approach that use specific facts and encourage a call to action. This section includes scripts for four “live-read” ads:

- Trip Chaining
- Maintenance
- Alternative Choices
- Travel Information System

Radio stations prefer having ads of various lengths, because their available time slots vary. Therefore, each of the live-read ads come in :30, :20, :15, and :10 versions. Please duplicate these scripts, and your name and contact information, and provide them to radio announcers. Consider offering advice to the coalition leaders/members to provide the “live-read.” If your stations give traffic reports, sponsoring them with a :10 ad is a great way to reach drivers who are frustrated with congestion.

Print Advertisements

The print ads complement the broadcast ads and allow for a variety of message placement opportunities. Using a tactical approach that grabs the readers’ attention, they are designed to create a connection between the information given and the readers’ own lives. For example, your local newspaper may be interested in free placement of the “you should be reading this on the bus” ad in their sports section, because it appeals to their male readers and promotes the newspaper.

The initiative includes 15 different print ads from which to choose depending upon your available transportation choices and the specific message you wish to highlight. In the course of your program, all three core messages should be delivered in order to reach the largest number of people.

The print ads cover:

- Trip Chaining
- Maintenance
- Alternate Choices
- Travel Information System

Included in this section are camera-ready “slicks,” ads printed on glossy stock for print media to use directly in their publications. Each print ad is produced in two sizes C 6.5" x 10" and 4.25" x 6.5" C for you to customize with your organization's logo(s). If the publications you are working with do not adhere to these standard measurements, inquire if the publication can take the available original and “size it down,” “blow it up,” or “float it” so that it will fit within the

desired space. If the publication does not have this capability, you can take the slicks to any local print shop (e.g., Sir Speedy, Kinkos, etc.) to reproduce them in the needed size. The originals are screened at 85 lines per inch, and we recommend that your copies be printed on 80 lb. glossy paper stock.

Collateral Materials

In addition to advertisements, we have included some materials and camera-ready artwork to support your outreach program and help you design your own pieces. The camera-ready artwork for each of the following materials is included on the enclosed compact disk (CD).

“10 Simple Steps” Flyer C This flyer can be used in a variety of mediums, from t-shirts to press kits. It provides a simple way to get across key messages about the program. The flyer is designed in a 3.875" x 10.25" format, and you can print local facts or information on the reverse side, if desired.

Logo Sheets C Logo sheets, both color and black-and-white versions of the *It All Adds Up to Cleaner Air* visual identity, are included in this section of the kit. The logo can be incorporated into a number of formats, including newsletters, bumper stickers, buttons, labels, or other materials. Please note: the hard-copy **color** logo sheet is not camera-ready. You will need to use the artwork provided on CD.

Icon Illustrations C These are the icons found on the print ads. You may use them to develop other materials to support your initiative.

Letterhead Template C Artwork for one-color letterhead has been designed for your use. The artwork is saved on the CD in the MacIntosh program QuarkXPress. It is not camera-ready. You will need to use the artwork provided on CD.

Button/Label Template C This artwork will help you to produce labels or buttons using the *It All Adds Up to Cleaner Air* visual identity. It is saved on the CD in the MacIntosh program QuarkXPress. It is not camera-ready. You will need to use the artwork provided on CD.

Newsletter/Fact sheet C A two-color newsletter/fact sheet template is also provided, which you can use to produce your own publication about the program.

“What’s Your Air Quality I.Q.?” Quiz C This quiz, designed as a fun, informative communications tool, can be used in a number of ways C inserted into print materials such as placemats, newsletters, fact sheets, etc., used as a radio quiz for D.J.s to give out, or distributed to employers for an Earth Day “competition.”

“10 Simple Steps” Placemat C The placemat, provided in two-color artwork, is a variation of the “10 Simple Steps” flyer and can be used as a creative tool for communicating program information to the media, students, and general public. Please note: the hard-copy color placemat is not camera-ready. You will need to use the artwork provided on CD.

Exemplary Community Products

A number of *It All Adds Up* communities have distributed their message in unique and exemplary ways. This section highlights a few of the most successful ones, including a series of door hangers from Portland, Oregon; a game board from Phoenix, Arizona; and a Gas Cap Program from Dayton, Ohio.

Combining these creative pieces and activities with traditional marketing methods, such as television and radio, has enabled these cities to reach a larger audience, creating more awareness and impetus for change. Feel free to duplicate what you see in this section, or use these examples as inspiration for projects in your own community.

Exemplary Community Products include:

- Placemat from New York, New York (McDonald's)
- Door Hangers from Portland, Oregon
- Specialty Items
- Vehicle Visor from San Antonio, Texas
- Gas Cap Program from Dayton, Ohio
- Game Board from Phoenix, Arizona

Raising/Leveraging Funds to Place *It All Adds Up* messages

Corporate Sponsorships

Partnering with businesses and organizations in your community will increase the likelihood of your program's success. Partners are great resources for financial support, endorsement, and message dissemination. In return for supporting your program, your partners receive the positive image that comes from being associated with a reputable, cause-related campaign. Through your campaign's advertising, they receive exposure and the opportunity to reinforce any environmental messages they may be promoting. It's a win-win relationship—and below are instructions on how to make it happen for you!

In order to attract local businesses and organizations, you'll need to show them how your outreach program works. They'll want to see the materials suitable for customization with their logo or information. You can use the promotional flyers provided in this toolkit.

The *It All Adds Up to Cleaner Air* initiative highlights three methods for reducing traffic congestion and air pollution: trip chaining, alternate transportation choices, and vehicle maintenance. In the back pocket of this toolkit are three separate promotional flyers, one for each. Simply copy the flyer that is appropriate for the business or organization with which you want to partner and use it as a guide to demonstrate the program. If they want to help disseminate the

advertising materials, order them using the Marketing Materials Order Form. The materials are free and provide space for your partner's name, logo, and contact information.

Companies/organizations sometimes donate ad space in their newsletters, brochures, or other print materials or products. For example, a local grocery store may be willing to print a trip-chaining ad on thousands of grocery bags. Others may use the ads on utility bills, paycheck stuffers, milk cartons or store flyers. Some merchants have offered discounts/incentives for those who heed *It All Adds Up* calls to action.

Companies also could sponsor the ads by asking newspapers and TV and radio stations to put the ads into their “ad rotation,” which means they request that an *It All Adds Up* ad be printed/aired periodically within the time they have already purchased for their ads. For example, Sun Oil could tell the local CBS affiliate to air the maintenance ad after every 5th of its oil ads, Reebok could tell NBC to air the “Alternate Choices” ad after every 6th of its shoe ads, and McDonald’s could tell ABC to air the “Trip Chaining” ad after every 10th of its food ads. In each case, the company would be entitled to add its logo/identification to the end of the ad.

Following are some organizations, businesses, and groups that would be likely to identify with the *It All Adds Up* methods of reducing traffic congestion and air pollution. We urge you to expand these lists according to the opportunities in your community. With a little brainstorming, you can find countless partnership possibilities.

Trip Chaining—Combining errands into one sensible trip to reduce congestion and air pollution.

American Lung Association, local chapter
State environmental or public health agencies
Local government agencies
Movie rental stores
Hospitals and health systems
Food establishments—fast food, pizza, coffee shops, delicatessens, Chinese restaurants
Grocery stores
Drug stores
Dry cleaners
Parent-teacher associations
Banks
Hardware stores

Vehicle Maintenance—Keeping vehicles properly maintained to reduce breakdowns and pollution.

Society of Automotive Engineers/Service Technicians Society, local chapter
Tire merchants, such as Merchant Tires
Oil change service centers, such as Jiffy Lube
Vehicle service stations, such as Midas Mufflers
Car dealerships
Auto parts companies, such as Track Auto
Gas stations
State nature societies

State air and waste management associations
American Cancer Society, local chapter

Alternate Transportation Choices—Sharing rides, biking, walking, and riding mass transit to reduce congestion and pollution.

Libraries
Health and automobile insurance companies
Employers who offer commuter benefits
Retailers located near public transit
Administrators and environmental clubs at local colleges
State Departments of Transportation
Bicycling groups and health clubs
Parking authorities
Radio stations
Outdoor and recreational clothing stores
Urban development groups
Public transit operators

Many of the *It All Adds Up to Cleaner Air* ads promote transit services. A CD in this toolkit contains artwork for bus sides, bus shelters, metrorail dioramas, and posters for inside buses and trains. For instance, the Washington Metropolitan Area Transportation Authority displayed the ads in all of their unsold space, which amounted to about 100 buses and 25 metrorail dioramas. For more information contact Rachel Ehrenberg, American Lung Association of DC, at 202-682-5864 or rehrenberg@aladc.org, or Joan LeLacheur, Metro at 202-962-5113.

In New York City, with advice from the NYC Corporate Counsel, Commuter Link (the local transportation management agency) sent the following solicitation to all employers in the NYC area with 250 or more employees:

Dear *title* (e.g., VP, McDonald's Corp., etc):

On behalf of the New York City Department of Transportation, the New York State Department of Transportation, and the New York Metropolitan Transportation Council, I would like to invite you to participate in an exciting clean air awareness initiative.

New York City is one of several metropolitan areas in the country that has received a federal grant to increase the public's awareness of the connection between travel choices, air quality, and traffic congestion. The project uses advertising copy and graphics, radio and TV public service announcements, and special events to reach a mass audience, focusing on the following major themes:

- Transportation choices at the local level have a direct effect on air quality and traffic congestion,
- Congestion and air pollution have a significant effect on our health and quality of life, and
- Small steps each of us take can add up to make a difference – NOW!

By addressing the problem of air pollution in the New York City region, we will assist in combating asthma, which is rising most rapidly in children under the age of four. As part of the *It All Adds Up to Cleaner Air* initiative, we will broadcast ozone alerts announced by New York State and will recommend that individuals and organizations:

- Take mass transit, carpool, walk, or bike to work or other locations
- Avoid excessive engine idling
- Trip chain – combine errands into one trip so the catalytic converter does not cool off
- Postpone refueling vehicles until evening and then avoid overfilling or spilling
- Keep vehicles well-maintained and regularly check tire pressure
- Encourage the use of alternate fuel vehicles

We already have received expressions of interest from various local and national organizations and corporations interested in making a free donation of services for the *It All Adds Up To Cleaner Air* initiative. We expect to obtain additional funds to make this a multi-year initiative. We hope to hear from you in the next few weeks to discuss in greater detail how we can partner for an effective air quality awareness initiative.

If you wish to sponsor an event, pay for posters and flyers, or assist the initiative in any way, please contact CommuterLink at 718-886-1343 (Fax: 718-886 1151). For further information, please visit: www.nyc.gov/calldot or www.commuterlink.com/ozone.html.

Sincerely

John Galgano
Director
CommuterLink
E-mail: jgalgano@commuterlink.com

As a result of energetic follow-up, McDonald's, Reebok, ESPN, ExxonMobil, Ford Motor Co., and Fleet Bank sponsored the ads in many high-visibility locations, such as trayliners in all 200-300 NYC McDonald's, billboards in all 5 NYC boroughs, bus shelters, sold-out games at Shea Stadium, Times Square, and a major expressway through Manhattan. If you have any questions, contact John Galgano, CommuterLink at 718-886-1343 or Charles Ukegbu, NYCDOT at 212-442-7638 or e-mail appdel@earthlink.net.

Media Partners

An effective way to leverage the prestige and community concerns of your newspapers and radio and TV stations is to enlist them as partners in your initiative. For example, the Delaware Valley Regional Planning Commission (in the Philadelphia/Northern New Jersey region) sent the following letter to members of the Pennsylvania/New Jersey Ozone Action Partnership, which resulted in almost \$200,000 worth of TV and radio ad sponsorship over two ozone seasons:

Dear (Ozone Action Partnership member):

The Ozone Action Partnership has decided to continue its program of extraordinarily successful announcements on KYW3-TV for the summer of 2001, and we wanted all of our partners to have the opportunity to sponsor these messages. In addition to our television announcements, which merited an award from the U.S. Department of Transportation and the U.S. Environmental Protection Agency, this year we have arranged with KYW1060 News Radio to allow sponsorship of radio announcements as well.

The *It All Adds Up to Cleaner Air* campaign was designed to heighten awareness of air pollution and the transportation-related voluntary actions people can take to limit the emissions that cause ozone. The three television advertisements emphasize trip-chaining, car maintenance, and alternatives to driving. They were shot on location in the region. The radio ads use the same general scripts and cover the same three topics, but are twice as long to accommodate radio scheduling.

We are offering each of the Ozone Action Partnership members the chance to contribute to this campaign by buying one or more shares at \$4,000 each. A share will result in your organization's name being read—and displayed in the television ads—at the conclusion of the announcement, along with the names of two other non-competing organizations. Therefore, the purchase of one share will buy mention on \$12,000 worth of television advertising and \$4,000 worth of radio advertising.

Please join us for lunch at the KYW3-TV studio, 5th and Market Streets in Philadelphia, on November 16th at 11:30 AM. Members of the KYW3-TV news team and broadcasters from KYW1060 News Radio will be on hand to welcome you. Enjoy a tour of the studio, see and hear the advertisements, ask any questions you have, and share lunch with other partners.

Please contact Ron Roggenburk of the Delaware Valley Regional Planning Commission at 215-238-2845 before November 9th if you plan to attend, or if you need more information. You may also reply via email at rroggenburk@dvrpc.org if you prefer. If your organization includes someone else whose approval is required to pledge to this campaign, please invite that person to attend also.

Please do not hesitate to call me with any questions at 215-580-7930. See you on November 16th.

Sincerely,
John McGee
Chairman of the Board
Ozone Action Partnership

Securing PSA Placements

Following are guidelines for securing free placement of the print and broadcast materials through your local television and radio networks, as well as in print and electronic publications.

Contacting the Media for Placement

Note: Additional information about writing a pitch letter to promote PSA placement of your ads can be found in Tab I of this toolkit.

Television and radio stations generally allocate a portion of air time to public service messages. To increase the probability that your ads will be broadcast and placed in print media at no cost, contact the advertising or public service directors at your television, radio, and print outlets who are responsible for PSA placements. These individuals act as gatekeepers, determining which ads are deserving of time and space, as well as when and where they will appear and for how long. Research indicates that broadcasters use four primary criteria in choosing which PSAs to air for free: 1) local coalition sponsorship; 2) relevance of the message to the community and connection to local events; 3) design quality; 4) opportunity to co-promote the media outlet; and 5) ability to bring in revenue, as in paid advertising.

Who at the media organization makes the decisions about PSA placement? It varies:

- At many good-sized radio and television stations, the public service director, public affairs director, or community relations manager determines PSA placements. At smaller broadcasting companies, the station manager or the news or advertising director might make the decisions.
- At newspapers and magazines, typically the editor, publisher, or the advertising director determines PSA placements.
- To place billboard or transit PSAs, you will need to work with a media planner or media buyer at an outdoor advertising agency or your transit agency.

Placing Your PSAs—What's Needed?

Newspapers/Local Magazines

As with a news or feature story, newspaper editors or publishers prefer to be contacted early in the week and early in the morning; however, you should check with the publication for editorial deadlines. You will have a far greater chance of placing your ads if you meet and discuss them with the newspaper's public affairs or ad director rather than just mailing them off — personal contact is critical. Coalition members can be helpful in providing support for your program by writing letters or meeting with the PSA director to urge free placement of your ads. Deadlines for magazines are usually two or three months in advance of the publication date. Therefore, the most effective way to contact a magazine editor is by phone or a letter explaining the ads. (See example in Tab I) Working to place PSAs in local magazines at different times throughout the year will extend the life of your program beyond the ozone season.

Radio, Television, and Cable

Requesting free placement for your video and audio ads is similar to newspaper ad requests. Typically, you would mail the broadcast-quality PSAs with a letter explaining them to the public affairs directors at television, cable, and radio stations who make decisions about ad air time. (See example in Tab I) As with newspapers, personal meetings, letters, and telephone calls of

support by businesses and community coalition members can help to convince a station to air ads at no cost.

Securing Discounted Ad Placements

(Note: the following information was adapted from the *Guidelines for Generating a Non-Commercial Sustaining Announcement, An Ozone Transport Commission Document*, by Judy Landers and Kathy Brockett, September 28, 1998.)

Tapping Into NCSAs

Advertising can be very costly, but it can also be essential to promoting your program and allowing you to target your audience(s) during specific times of the day. One way to reduce the costs is to place your ads as Non-Commercial Sustaining Announcements (NCSAs). An NCSA can be broadly defined as a marriage between a no-cost PSA and a standard paid commercial broadcast advertisement. NCSAs are administered by your state and/or city Association of Broadcasters, an organization made up of management representatives from local television and radio companies. As a requirement for their commercial broadcasting license, every radio and television station across the country supplies some air time for public service ads. Broadcasters nationwide are required to sell “discounted” air time to state and federal agencies. With NCSAs, the Association of Broadcasters serves as your contractor by customizing or producing your ads (if not already produced), purchasing air time, and distributing and administering your NCSA.

NCSAs C Getting More For Your Money!

Depending on your area, an NCSA may allow you to obtain as much as a 5.5:1 exchange on the promotional dollars you have to spend. Each area has a different ratio, which is determined by the state or city Association of Broadcasters, listed in this section of the toolkit. For example, Maine’s Bureau of Air Quality had a budget of \$40,000 for a three-month vehicle pollution awareness program. By establishing an agreement with the Maine Association of Broadcasters, the Bureau of Air Quality was able to obtain a 4:1 “buy,” turning their \$40,000 into \$160,000 worth of air time.

NCSA Content C What to Include to Ensure Your Ad Will Air

In general, any public service message that engages and educates the general public on an issue, such as *It All Adds Up*, is eligible. If you have funds to develop additional ads, seek advice from your local Association of Broadcasters regarding message concept development, and/or appropriateness of content.

It is important to be mindful of the lengths stations typically use for television and/or radio ads. Although :10, :15, and 1 minute ads are generally accepted, focus group research has shown that :30 ads are the most effective, and they are the easiest to place into television and radio schedules. Thirty-second ads also are more likely to be used as “free fillers” during the term of your contract.

For these reasons, we developed :30 versions of the *It All Adds Up* television and radio ads, with room for your customization.

On to the Process

Contacting Your Local Association of Broadcasters

First, call your city or state Association of Broadcasters to tell them about the *It All Adds Up* ads and find out how the NCSA program works in your area. By establishing effective communications with them early on, you greatly increase your chance for an NCSA. Each Association of Broadcasters sponsors a limited number of NCSA programs each year, which varies from area to area. Note: A listing of state and city Association of Broadcaster contacts can be found at the end of this section. Ask them if your city has its own Association.

Ask Around Town

Ask your Association of Broadcasters or conduct research to determine if any of your local or state agencies have run NCSA programs. Building a relationship with state or local government agency contacts may save you time, and more importantly, increase your understanding of contractual procedures handled through your state or local agency's financial office.

And Finally, Seal the Deal

Obtain a contractual agreement with your Association of Broadcasters that includes the details and costs related to producing and airing your radio and television ads. NCSA contracts usually cover no less than three months and no more than one year.

Securing Paid Placements

(Note: the following is adapted from the American Association of Advertising Agencies, *Guide for an Effective Media-Service Relationship with Media-Buying Companies*.)

Paid placements of advertisements enable you to control the dates and times the ads are placed. Placing paid advertisements in your area may require that you coordinate a media buy directly through your TV and radio stations; however, we recommend using the services of a media-buying company or a local advertising agency that has a media-buying division.

When shopping for an advertising company to make media buys, it is important to look for:

- A minimum of five years of successful performance.
- Satisfactory client/advertiser, advertising agency, and financial/credit references. Ask the client/advertiser or ad agency how many times they have used the buying company's services. Would they use their services again? Verify the buying company's credit standing.
- A professional full-time, full-service in-house media department.
- A willingness to design a media plan in accordance with your marketing plan and to

- execute the media plan based on your approval.
- Acceptance of client or ad agency participation in schedule approval and post-buy reviews (e.g., review of station tracking reports of your spots).
- A willingness to indemnify and hold clients harmless in any media payment claims.

In order to give you an understanding of the relationship between an advertising agency and a media buying company, following are five steps to developing an effective media buying program using the services of an advertising agency:

Step 1: Pre-Buy Media Planning and Approval

You or your advertising agency account manager should provide the media department at the ad agency or media buying company with an advertising/marketing plan or situation analysis outlining your marketing objectives, describing your messages, defining the category (environment or transportation) and key message competitors, and providing a target audience profile and other relevant information. This enables the media buying company to develop an appropriate media plan within your budget.

If your organization approves of the plan, the ad agency or media buying company then prepares what is called a “buy authorization” with a set of instructions for the media buying company to follow when executing the buy.

Step 2: Buy C Negotiation and Placement

Following your approval of the media plan, the media buying company begins the negotiation and placement process. The media buying company is responsible for negotiating the most favorable programming and pricing package for you within the approved buy specifications, such as drive time or a specific news program.

Once the “preliminary buy” is completed, the media-buying company submits the air time schedules to you or your ad agency, if you are using one, for approval. If you or the agency approve the proposed schedules, the media buying company will execute the buy with the appropriate networks/stations.

A confirmation of the buy is sent from the media outlets to the media buying company for review. When the schedules are approved, ordered, cleared, and confirmed, a copy of the buy will be forwarded to your organization.

Step 3: Buy Modifications C Re Negotiations and Revisions

At any point during the buying process or while the schedule is airing, your organization can make revisions and/or cancellations. If so, the media-buying company will re-negotiate the schedule. Your organization or ad agency must then issue a revised “buy authorization” detailing the changes. The media buying company will then verbally relay these instructions to the media outlets and immediately revise the media schedule, forwarding the revised schedule to your organization.

Step 4: StewardshipC Quality Control

Besides negotiation of all media schedules, the media buying company is responsible for monitoring the advertisements as they run and developing analyses comparing actual delivery against the agreed-upon schedule. After careful monitoring of all schedules, the media buying company will issue revised schedules to your organization, media outlets, and the ad agency, if you are using one.

Step 5: Post-BuyC Billing and Verification

After the buying negotiations are completed, the media-buying company should send a record of the buy estimate directly to you or your advertising agency to be used later for monitoring the advertisements, post-buy analysis, and invoicing.

While a majority of the media buy is handled through the advertising agency and the media buying company, your role in this process is important. It is prudent to work closely with your ad agency or the media buying company to make certain that the schedules you purchased are monitored adequately and in a timely fashion.

Other Considerations

What about cable television?

It may be less expensive to place the television ads on cable TV. Cable systems typically serve a limited geographical area and are designed to reach specific niche audiences. The cable system and concept is similar to a publishing company, which produces hundreds of magazines, each tailored to satisfy people with a particular interest.

How many ads should you place?

To create awareness and changes in the “social norm” of behavior, a schedule with a lower, but consistent, frequency over a longer period of time is a good strategy; however buying more time in ozone season makes sense. (Keep in mind that lifestyles, choices, and trends are always changing, so do not become wed to one station or strategy.)

Which television channels do your target audience(s) watch?

A television advertising sales representative can provide you with ratings information and valuable qualitative, market, and demographic information that can help you design a thorough advertising schedule. Other variables should also factor into your final decision — the station’s community involvement, promotional opportunities, and other client marketing programs. Contact your sales

representative on a regular basis to learn about special promotions, community programs, changes in quarterly advertising rates, programming, and audience information.

What are broadcast ratings and how important are they?

Ratings determine how well stations perform within certain demographics during certain times of day. The broadcast day is divided into blocks of time. Some of these time periods are assigned a name, such as morning drive – 6:00-10:00 am; mid-day – 10:00-3:00 pm; afternoon drive – 3:00-7:00pm; nights – 7:00pm-12 midnight; and overnights – 12 midnight-6:00am.

Information is gathered by independent companies by phone or by having participants keep a diary of their listening habits. Many small-to-medium markets don't use a ratings system, but offer other data about their audience characteristics. Just ask your station sales representative about that information and how it relates to your target audience(s).

MEDIA OUTREACH **(Effective Media Relations/Etiquette)**

Today, revolutionary changes are taking place in the media. And, they are taking place with blinding speed. There has been an expansion of media outlets of every kind. Those outlets have a voracious appetite for news and information. At the very forefront of change is the Internet, which pours information into millions of homes every moment of the day. It knows no limits, and respects no boundaries. An outcome of this revolution is that there are more opportunities for telling your story than ever before.

There is no question that taking advantage of media coverage of your story offers many benefits. A well-placed story can call attention to the *It All Adds Up to Cleaner Air* program, increase credibility, and provide opportunities to reach target audiences with important messages about reducing air pollution and traffic congestion.

But, there are potential pitfalls. Because there are so many outlets and so many messages competing to capture the public's attention, competition is fierce. One unfortunate result is that accuracy has sometimes suffered when reporters on deadline rush to get a story on the air or into print. Facts may not be checked and incorrect information may reach the public. In this climate, it is necessary to make sure that you provide information about your program that is complete, accurate, and up-to-date.

Who Are the Media?

The types of media available to you depend on the size of your community. In large metropolitan areas, there are multiple media contacts at daily and weekly newspapers, as well as radio and television stations. Smaller cities will have fewer publications and television and radio stations, but almost all cities have some media outlets.

Following is a list of some media vehicles that could carry your message to various target audiences:

- Radio news departments, including traffic and weather reporters
- Television news departments, including traffic and weather reporters
- Cable television programs such as national networks-TLC, Discovery, and Weather Channel
- Cable access channels such as local government/county stations
- State or city wire news services
- Daily newspapers, especially “environmental editors” and “automotive editors,” along with reporters assigned to the metro and business sections of the paper
- Weekly newspapers
- Specialized, ethnic, and minority newspapers
- Radio talk shows
- Television talk shows
- Newsletters (club, corporate, Chambers of Commerce)
- College and university newspapers

- Association publications
- The Internet, including media outlets with home pages on the World Wide Web.

Working with the Media

Once the key elements of your program are in place, contacting reporters and editors should become an important part of your efforts. Establishing a good relationship with local editors and reporters will help you achieve successful results.

Targeting the Media

The first step to reaching the media is to generate an up-to-date media list. After reviewing the types of media outlets in your area, develop a list of contact names, addresses, phone numbers, e-mail addresses, and fax numbers of all the publications, stations, and other sources you want to receive information. It is also helpful to make a habit of noting any reporter/station that recently wrote an article or aired a story about transportation, environment, health, traffic congestion, or air quality, or who has requested information from you for a possible segment, because they are already familiar with your organization or your issues. See “Media Advisory” in Tab I for detailed information on developing a media list.

Establishing Relationships with Local Editors and Reporters

Once your transportation/air quality program is established and you are ready to begin media activities, make initial contact with your local editors and reporters, especially those covering transportation and environmental topics. Good relationships with the press are based on mutual interest, trust, and respect. Try to get to know key editors, reporters, and news directors in your area. Your relationships with the media will continue to strengthen if you contact them on a regular basis, and many reporters will genuinely appreciate your efforts to assist them.

Monitoring the Media

A good way to determine which reporters might cover transportation and air quality is to regularly monitor the news. If you are working with a newspaper reporter, read that reporter’s columns as often as possible. If you are pursuing a particular television talk show host or news assignment editor, watch the program so that you know what kinds of topics are being explored. Similarly, if you are working with a radio personality or news assignment editor, learn as much as you can about their programs. For example, if a radio station broadcasts syndicated news (recorded stories from a broadcast wire service that provides regional or national coverage) and only adds a minute or two of local news, then you need to tailor your request for coverage to a sound bite or a brief mention of the program rather than a longer interview.

By understanding a reporter's area of expertise, you will be better equipped to inform that reporter about your program and how it may fit into the program’s format.

Hold a Background Session

A background session is an informal one-on-one meeting or lunch where you familiarize the reporter with your organization, activities, and plans to make the public aware of the program, its needs, and accomplishments. These sessions are an excellent way for you or your spokesperson to develop a relationship with an editor or reporter.

One-on-one meetings are also an ideal opportunity to get to know a reporter who is responsible for a particular Abeat@ (e.g., environmental or automotive issues). Periodic one-on-one meetings can help you find out what stories most interest the reporter and issues of current concern.

When you meet with the reporter, provide him or her with information on your organization and the *It All Adds Up to Cleaner Air* program, such as the *It All Adds Up* marketing kit and a fact sheet with relevant local data.

Contacting Different Types of Media

Over time, you probably will expand the “universe” of media outlets that you want to support *It All Adds Up to Cleaner Air* objectives. Certain guidelines, such as being conscious of deadlines and promptly returning calls, will enhance your relationships with media representatives. Each medium has its own preferences for receiving information and it is critical that you become familiar with them.

Wire/News Services

Wire and news services provide newspapers with international, national, regional, and local news. They offer chains of newspapers and individual subscriber papers a continuous flow of information. As a result, stories very often appear in papers unedited and bylined to the service. In addition, major newspapers such as the *The New York Times*, *The Wall Street Journal*, and *The Los Angeles Times* operate news services to which media outlets can subscribe. All of them are important outlets for news and information. Major wire services such as the Associated Press (AP), United Press International (UPI), and Reuters have regional offices in many large cities around the country.

If you have a wire/news service in your area, send them information about your program just as you would any other media outlet. While wire service reporters are among the busiest in the industry, it is possible to reach them. The “bonus” with a wire service placement is that your story could reach many prime media outlets throughout your region.

Newspapers

There are two main objectives when communicating with a newspaper reporter. First, to ensure that articles about your program=s activities are accurate and include your key messages. Second,

if your organization schedules a special event or press conference, to encourage newspaper

reporters to attend and cover it.

Generally, newspaper reporters like to be called early in the morning and early in the week. Check with the publication to determine its editorial deadlines. Morning newspapers may have a 2:00 or 4:00 p.m. deadline, so you'll have the best luck reaching reporters in the morning or early afternoon. Ask your contacts what they prefer.

Information about media events is most effective when delivered (via fax or mail) one week in advance. Reporters usually do not plan their schedules any earlier than that. Be sure to follow up with a phone call to determine interest.

Local Magazines

Your objective when communicating with local magazines is to ensure that stories about your program are accurate and include your key messages. Unlike newspapers, editorial deadlines for monthly magazines are usually two or three months in advance of the publication date (and can be longer), because most magazines are feature-oriented. Researching and writing these in-depth stories require more time than daily newspaper articles. Therefore, it's best to send a letter or place a phone call promoting your ideas and offering to draft an article or provide background materials. Follow up on letters and maintain contact. When planning your timeline, be sure to account for the magazine's extended deadlines.

Radio and Television

There are two different paths to approaching radio and television stations, news departments, and talk shows. News departments are interested in timely and/or human interest stories such as a breaking story, new program statistics, or a profile of the program. For special event coverage, send your information to the news assignment or planning editors at the stations' news departments. Typically, news assignment editors prefer information packaged in a media advisory, which is a one-page notice in bullet-point format. See "Media Advisory" in Tab I for an example. Media advisories are most effective when faxed a few days to a week before the event.

Station producers put together taped or live talk shows, where guests discuss an issue or event. Generally they schedule interviews two to three weeks in advance, so begin planning early. Send a one-page news release or a letter to the producer and follow up with a phone call. Offer one or more guests who can speak authoritatively about the topic and your program. Radio interviews sometimes can be conducted over the phone. If you are attempting to schedule an interview related to an event, try to schedule it the day of or the day before the event.

When planning to contact a television station about a story idea, think visually. If possible, provide assignment editors with ideas for visuals, such as people, places, graphics, or live action.

Local Cable Television

In the last decade, local cable programming has become an important source of coverage for local issues and events. Most cable stations have talk shows that feature local experts speaking about a variety of topics. Some cable programs are taped, while others are live.

The best way to arrange for your spokesperson to appear on a local cable station is to send a letter describing the *It All Adds Up to Cleaner Air* program to the assignment editor or producer of a specific show. Then, follow up with a phone call to ascertain interest. Send your letter or materials, including ideas for visuals, about two weeks in advance of an event or when you would like the story aired.

The Internet

The Internet rapidly has become a profound force in global communications. Worldwide, millions of people are connected “on-line” each day. In addition to being an extraordinary and inexpensive source of information about issues and developments in your field, the Internet also offers you excellent opportunities to disseminate information about your program to targeted audiences if you establish a web site. That said, web sites require care and attention.

If you decide to have a web site, consider hiring a professional who has the skills and knowledge to design an effective site. A web site also requires maintenance. It is a good idea to add new information and delete old information periodically in order to keep it fresh, up-to-date, and interesting. It also is advisable to have your web master check out the site at least quarterly and re-subscribe your web address with various search engines to ensure that they continue to connect visitors to your site. For example, the search engine Yahoo! (<http://www.yahoo.com>) has a link at the bottom of its home page called AHow to Suggest a Site@ that includes directions for how to list your web page.

The Internet also allows you to send messages via electronic mail (e-mail). Some reporters prefer to receive press releases, story ideas, or other media materials by e-mail. As more and more members of the press corps rely on e-mail, it rapidly is replacing distribution by fax or regular mail. However, it still is best to ask reporters how they prefer to receive your information.

Preparing for Interviews with Reporters

There are two basic types of interviews: pre-arranged and impromptu. Pre-arranged interviews allow you to anticipate questions from reporters and prepare your responses. Impromptu interviews occur when a broadcast or print reporter contacts you for on-the-spot information. Whether you are your program’s spokesperson or the program’s coach, here are some basic tips:

Before the Interview:

- Try to find out what major points the reporter wants to cover. Do not assume you know what the reporter is planning. If it’s a broadcast interview, will there be other guests? Will the interviewer be probing or conversational?

- Determine your key messages – the two or three main points you would like to make in order to communicate your story effectively. Broadcast interviews are generally shorter than print interviews; therefore be especially crisp and focused for these interviews.
- Rehearse with a colleague, family member, or friend.
- Clarify details. You have rights as well as responsibilities. You can and should get answers to basic questions such as whether a broadcast interview will be live or taped, whether other people will be involved, the length of the interview, whether a broadcast interview will be edited or run unedited, and when the interview is scheduled to run. These basics will help you better prepare for the interview and result in a more professional, relevant exchange.

During the Interview:

- Choose your site. In the case of television, exploit that it is a visual medium by well-thought-out site selection. The location may even result in a one- or two-minute interview being extended, because the cameras can pan to a visually interesting scene instead of being limited to “talking heads.”
- The credibility of your presentation is greatly affected by the way you look and sound. It is just as important to be professionally attired for a print interview as for a television interview. For television, you (or your spokesperson) should wear conservative colors and clothing for the interview. A light blue shirt, navy blue or medium to dark gray two-piece suit, and conservative tie (stay away from busy prints) are good for men. Women should wear bold, solid colors and subtle makeup. Large and heavy jewelry is both noisy and distracting and should be avoided. Smile and look at the interviewer – the television camera tends to make people look more serious than they are, and unfocused eyes make a person appear uncomfortable or defensive. Remain relatively still, because unnecessary movement makes you appear nervous or disinterested.
- Maintain control of the interview. One way to do this is to treat the questions as topics. When a reporter asks you a question, steer the conversation to your key points, even if the reporter is not specifically addressing these issues.
- Keep answers brief and to the point, but do not merely answer “yes” or “no.” Make one or two statements that emphasize your key messages. In the course of the interview repeat key points two or three times; in other words, *tell them and tell them again!*
- If you do not know the answer to a question, say so. Tell the reporter you will get back with the answer.
- If you don't want to answer a question, tell the reporter why. If possible, tell him or her when you can answer it. Never say “no comment,” because it implies that you are hiding

something.

- If you think a reporter may have misunderstood a statement, restate important points and clarify complicated topics. Don't let incorrect information stand.
- At the start of the interview, try to “bridge” to your key points. Television interviews are notoriously short, often lasting just a few minutes or even seconds; therefore, it is important to think creatively about your message. Be succinct. Get key points across early in the interview and in an interesting manner.
- Remember nothing is “off the record,” even casual comments you make before or after the interview. If you don't want to see it in print (or hear it on the air), don't say it.
- If a question contains words you don't like, or is pejorative, do not repeat it and restate it the way you would like it said. Never get mad or show annoyance. Every answer should sound like you just said, “I’m glad you asked...”
- If a reporter asks a direct question, try to give a direct answer.
- Make your responses colorful. Reporters are looking for unusual and dramatic responses. Use anecdotes, examples, and other interesting ways of illustrating your points.
- Make your point. If the interview is coming to an end and you have not conveyed your main message, be bold and tell the reporter you would like to make one last important point.

Following the Interview:

- Thank the reporter for the interview.
- Ask if the reporter needs any further information.
- If it is a print interview, ask for a “quote check.” This means the reporter will review the finished piece with you and you can ask him/her to change a quote if it was printed out of context or is something you did not mean to say. You may not be given this opportunity – reporters and editors are protective of their stories C but it never hurts to ask.

Media Relations Summary

Following is a summary of the more important rules of media etiquette. You will have a better chance of placing a story if you follow these simple rules:

- Gather all the facts before contacting reporters.
- Always have someone proof/double-check materials before you produce or mail them.

- When calling a reporter, identify yourself and then ask the reporter if he or she is working on a deadline or has a few minutes to speak with you. Reporters are always busy, so don't be alarmed if they tell you that you've called at a bad time. Find out when would be a better time to call; reporters will appreciate your sensitivity to their tight schedules.
- Return calls promptly. If you keep a reporter waiting for information needed to finish a story, chances are the reporter may cut out your information altogether.
- Observe reporters' deadlines. If you have promised information at a specific time, make sure it gets there.
- Speak with one voice via a designated spokesperson(s). This will establish consistency and make it easy for reporters to remember who to contact the next time. Don't give the impression that you are controlling the story by keeping reporters from other professionals.
- Be accessible to the media. The easier you are to contact, the more likely a reporter will be to include your information in a story.
- Never say anything you don't want or expect to appear in print or be heard on air. For some reporters, there is no such thing as "off the record," so think before you speak.
- Prepare for the interview. Rehearse key points and anticipate important questions.
- Don't fill in the silence.
- If a reporter asks for information your organization does not handle, explain that you do not have that information. If possible, offer a source that can provide the information.
- Answer questions briefly and to the point. If you cannot answer a question, explain why. Don't hesitate to say, "I don't know," but follow up with, "I will find out and get back to you."
- Do not be intimidated by reporters and editors. Just be yourself. Editors and reporters can be abrupt, but this could just be because they are pressed for time. It does not mean that they won't be interested in your information. Simply offer to call back when they have more time.
- Make key points early and repeat them, if possible. Be creative in crafting your message. Find ways of briefly but vividly expressing your message, especially when doing radio and television interviews.

PRESS RELEASE

Many news stories are triggered by a timely, well-written press release. Sometimes small community newspapers will run a release word-for-word or with minor changes. Most media, however, will use a release as background information for their article or broadcast. Following are some tips to help you write a release that promotes the news that your organization wants published or aired.

- **Always have a good reason for developing a release.** To be useful, a release must be newsworthy. For example, you might issue a release if your organization:
 - launches a new public education program, such as *It All Adds Up to Cleaner Air*
 - receives a grant or donation
 - announces the results of a poll, survey, or study
 - begins a new type of service or makes significant changes to existing services
 - appoints a new director or high-level staff person
 - wants to publicize the local impact of a national news event
 - forms a special task force or local coalition
 - conducts seminars or workshops featuring a local or national celebrity speaker
 - plans local activities to tie into a well-known day, week, or month (e.g., Earth Day in April; Clean Air Month in May; Transportation Week in May; and Try Transit Week in May and September)
 - honors an individual or organization
- **Keep it short.** A release should be no more than two pages in length, double-spaced, and contain short sentences and paragraphs.
- **Stick to the format.** Releases should be typed on your organization's letterhead. At the top of the page, include the name and phone number of the person reporters can call for more information. The first paragraph of the release should begin with the name of your city and the date. If the release is longer than one page, type "-more-" at the bottom of each page except the last. Signify the end of the release by typing "####" or "-30-" centered after the last sentence.
- **Give the most important details first.** Begin with a headline that summarizes the release. The first paragraph should provide the basic news-at-a-glance by answering the six questions "who, what, where, when, why, and how."
- **Be careful with language.** Avoid using slang or technical terms. If they must be used, explain them.
- **Check for accuracy.** Make sure to verify all spelling, statistics, names, and titles.
- **Write factually.** Editorial comments or other opinions should be expressed only in direct quotes.
- **Provide quotes.** Include quotes from recognized authorities, if possible.
- **Seek placement.** Distribute your release to local print and broadcast reporters in your community. Follow up by phone to ensure that they received the release and to encourage them to write or air a story. Try to schedule an interview for the executive director of your organization or other key spokespersons. Collect any resulting newspaper clippings and television or radio stories to document your outreach efforts.

Sample Press Release

FOR IMMEDIATE RELEASE

CONTACT: (spokesperson)
(phone number)

(Name of Organization) Kicks Off “Clean Air Month” by Launching *It All Adds Up to Cleaner Air* Public Education and Partnership-Building Program

(City, date) — The (name of organization) kicked off “Clean Air Month” today with the launch of *It All Adds Up to Cleaner Air*, a public education and partnership-building program that provides information about how personal travel choices affect traffic congestion and air quality in the (name of community) area. The program describes actions that anyone can take which will reduce traffic congestion and improve air quality. These are easy-to-take steps that fit into busy schedules without major inconvenience.

The program emphasizes several key messages, including:

- When a car that has been sitting for an hour or more is started, it pollutes up to *five times more* than when the engine is warm. For this reason, combining errands into a single, sensible trip — “*trip chaining*” — is more efficient and reduces air pollution.
- A poorly maintained or malfunctioning car can release as much as *100 times* the pollution of a well-maintained car.
- Sharing rides, taking mass transit, and biking and walking for short trips are actions many of us are already taking that reduce traffic congestion and air pollution.

Insert a quote from a local program spokesperson that stresses the effect travel choices have on air quality and how the public's participation is a critical part of the solution. For example: “It is vitally important that we all realize how much our own travel choices affect air quality and traffic congestion. We can be part of the solution by taking a few easy steps that will help improve the air quality in (community name). If we all pitch in, we can make a difference,” said (name, title, organization).

While the program is a local, community-based effort, it has federal support. The program is part of a national transportation and air quality initiative, sponsored by the U.S. Department of Transportation and the U.S. Environmental Protection Agency. (Community name) has become

- more -

an *It All Adds Up to Cleaner Air* community by committing to inform the public about transportation and air quality issues, with the goal of reducing traffic congestion and improving air quality.

Community program activities planned include (list activities). For more information about how you can support the program, or how your organization can join the (name of your coalition), please contact (name, phone number, e-mail).

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MEDIA ADVISORY

A media advisory is a one-page notice on your organization's letterhead to alert print and broadcast reporters about an upcoming press conference or briefing and provide them with the information they need to cover your activity. Below are some suggestions for successfully distributing your advisory.

- ***Send it to local media outlets to place on their “daybooks” and “week-ahead” columns.*** One week in advance of your event, call news wire services in your city or state (e.g., Associated Press, United Press International, and Reuters) and ask for the name and fax number of the “daybook” editor. Then, fax them the advisory and ask them to place the information in their “daybooks” (a daily listing of activities to which the media are invited) the day before and the day of the event. Also, transmit the advisory to your local newspapers for their “week-ahead” columns, which list upcoming activities in the community.
- ***Create a media list.*** An accurate and up-to-date media list is a fundamental tool to effectively reach reporters with your story. Here are some tips to get you started:
 - Check your local library or bookstores for directories of daily and weekly newspapers, television stations, radio stations, news wire services, magazines, and newsletters in our community. Some examples of such media directories include *Bacon's*, *Burrelle's*, and *Gebbie's All-In-One Directory*. Use the phone book or the Internet to supplement your list.
 - Once you have developed a list of your media outlets' phone/fax numbers and addresses, call to verify the information and to determine which editors and reporters would be interested in your news.
 - Create a list with the following information: name of media outlet, address, telephone number, fax number, and names and titles of reporters or editors who cover transportation, air quality, the environment, or related issues and their e-mail addresses. Also, determine the best time and way to contact each reporter about your event (i.e., how far in advance, what time of day, by fax or e-mail). If possible, use a database program capable of creating mailing lists. Update your media list frequently, because changes in personnel and even outlets occur frequently.
 - Include specialized media on your list, such as minority newspapers or radio stations, university/college newspapers, community papers and newsletters, and publications produced by local organizations, such as transportation and environmental groups, Chambers of Commerce, businesses, professional associations, religious institutions, and local clubs.

Sample Media Advisory

(Name of Organization) to launch *It All Adds Up to Cleaner Air* Public Education and Partnership-Building Program

The *(name of organization)* will take a major step towards reducing air pollution and traffic congestion in *(name of city/area)* by launching *It All Adds Up to Cleaner Air*, a public education and partnership-building program designed to increase awareness of travel choices that can make a difference. The program will promote simple actions each of us can take to improve both quality of life and air quality in *(community)*. The need to take such actions is underscored by the fact that...*(insert sentence supporting the need for a clean air initiative, such as non-attainment for ozone or similar factual evidence)*.

It All Adds Up to Cleaner Air is being supported by the *(name of organization)* which is made up of *(indicate all organizations involved)*. *(Name of community)* has joined *It All Adds Up*, a national transportation and air quality initiative sponsored by the U.S. Department of Transportation and the U.S. Environmental Protection Agency, by committing to inform the public about transportation and air quality issues with the goal of reducing traffic congestion and air pollution.

Participants: *List names and titles of VIPs, featured speakers*

Date: *Day of week, date*

Time: *Time event begins/ends, e.g., 10:00 a.m. —11:00 a.m.*

Place: *Name and address of facility, including room name or number, if appropriate*

Contact: *Name*
Phone Number
E-mail Address

PSA PLACEMENT

- Ascertain how much the media outlet runs PSAs (almost all outlets carry some public service announcements).
- Determine who should receive the PSAs and in what form they want the materials. Most radio and television stations will ask you to send them to their public affairs or public service director, and you may be connected to a recorded message that gives you specific directions for sending your materials. At newspapers and magazines, you probably will be directed to the Advertising Department, because print PSAs usually are treated the same as paid print ads. In fact, print PSAs are often used in place of paid ads that were canceled at the last minute.
- Prepare a list of public affairs directors/others who are responsible for their outlet's public information and education programs.
- Ask to meet with the public affairs director or other responsible person to discuss your program. A face-to-face meeting offers you the best opportunity to present your case for running the PSAs.
- Encourage coalition members to contact the media outlet expressing their interest in the PSAs being run. Sponsorship by a diverse group of well-respected organizations and individuals in the community can have a great effect on a public service director's decision to run a PSA.
- Call the media outlet a few days after sending the materials to see if they have arrived. Ask if they have been reviewed and if the outlet plans to run them. If they have decided to run your PSAs, find out when. If they have not yet reviewed them, find out when you should follow up to determine their interest. This also is a good time to pitch the PSAs again, briefly pointing out their importance to the community and their timeliness.
- If the outlet runs the PSAs, consider inviting the public affairs director to your promotional events.
- Send information, reprints of articles, studies, and other relevant information to your list of public service directors — even if they are not running your PSAs. It keeps them informed about the initiative and helps keep the subject in mind.

Detailed information about securing paid and discounted placement of the *It All Adds Up to Cleaner Air* PSAs can be found in the “Marketing Materials” section of this toolkit.

Tips on Writing a PSA “Pitch Letter”

Each day, the nation’s radio and television stations, newspapers, and magazines are deluged with requests for free time or space for public service announcements (PSAs). Organizations, large and small, write, call and visit media outlets to encourage the media to give their program or announcement special attention. Most of these PSAs are not selected and the reasons are many and varied. Among the most important reasons are poor message design and irrelevant subject matter. According to surveys of broadcasters, they use three primary criteria in selecting PSAs: sponsorship, relevance of the message to the community, and message design. Quality concerns range from muddy messages to poor execution. Subject problems include topics that are of little interest to the general public or are too complex to lend themselves to brief delivery.

In addition, some well-produced, relevant ads receive less attention than they deserve because of poor presentation to the media outlet. For your *It All Adds Up to Cleaner Air* initiative to succeed, your effort is necessary. The subject matter certainly is important to the people in your community — cleaner air and less traffic congestion benefits just about everyone. Yours is a local program — something highly desirable to the media — with national support. The PSAs are well-executed. They are based on careful, thorough research and have excellent production value.

A key step in bringing the program to the public in your community entails writing a letter to radio and television stations and to local newspapers and magazines promoting its placement — a “pitch letter.” A pitch letter is nothing more than a strong letter that tells your story and sells it to the media. A sample PSA pitch letter is provided in this section. Whether you adapt this sample or write your own, be sure to cover the following points:

- Keep it brief, no more than one page.
- Get to the point quickly but engagingly.
- Show how and why the issue is important to the people in your community.
- Explain who is supporting the program.
- Indicate that it is timely, e.g., the program is timed to coincide with “Clean Air Month,” the beginning of the summer ozone season.
- Indicate that the creative strategy and execution were guided by careful market research conducted in 17 pilot and demonstration communities.
- Underscore that the actions suggested in the broadcast and print PSAs are easy to take, and will lead to improved air quality and reduced traffic congestion.
- Ask that the ads be aired/printed.
- Mention that you will be contacting them to follow up on your request.

Sample Print/Broadcast PSA Pitch Letter

Date

Ms. Jane Friendly
Public Affairs Director
Anytown Newspaper, WANY TV/WANY-AM Radio
Anytown, USA 12345

Dear Ms. Friendly:

What does dropping off the kids, running by the bank, and picking up the dinner have to do with cleaner air? Trip chaining — combining errands into one, sensible trip — is just one of the many actions you can take that help improve the quality of our air. Not many people understand how their travel behavior affects traffic congestion and air quality, which is why the *(name of coalition and/or coordinating organization)* needs your help to launch *It All Adds Up to Cleaner Air*, a public education and partnership-building program in the *(community name)* area. The program kick-off coincides with Clean Air Month (May) and the beginning of the summer ozone season.

(Insert sentence with local specifics that discusses why the program is important to the area, e.g., non-attainment, etc.) Because of our commitment to informing the public about issues that affect the community, *(community name)* has joined a national education program sponsored by the U.S. Department of Transportation and the U.S. Environmental Protection Agency, which focuses on a variety of individual actions that can make a difference in traffic congestion and air quality. These steps are easy to take and fit into busy schedules without major inconveniences.

We are concerned about our environment and the quality of life in our community and believe it is critically important to let the public know that they can make a difference, and that changes do not need to be drastic to have an effect. In fact, many people are already taking actions that help to reduce pollution and traffic congestion. The enclosed *(print/television/radio)* PSAs celebrate this participation as well as build awareness of the connection between travel behavior and air quality. Extensive research has guided the tone and manner of the PSAs, in that many people feel they can accept suggestions about making minor changes. *It All Adds Up to Cleaner Air*, the tagline of the PSAs, reflects the fact that we all can be part of the solution.

We urge you to air these PSAs so that the citizens of our community learn about the issues and how they can make a difference. I would appreciate a chance to discuss this initiative with you, and will call you next week to set up a time that is convenient for you.

Sincerely,

(Name of coordinator or influential local spokesperson)

FACT SHEET

Fact sheets serve a variety of purposes. For example, reporters use them for background information, organizations refer to them for program details, and they can be used to answer questions from the general public and other interested parties. As a result, they come in a variety of styles and forms. Often fact sheets are used to break down complicated information into more digestible pieces. To facilitate understanding and ease of reading, individual sections of the fact sheet are frequently captioned to guide the reader to a specific section.

Some fact sheets are organized chronologically, citing important events that have occurred over time. Others include sections identifying various partners in an endeavor. For example, your fact sheet might briefly identify each of your *It All Adds Up to Cleaner Air* coalition members.

While the format for fact sheets varies, good ones have several things in common. They are well-organized and cover the specific subject in enough depth to provide the reader with an understanding of the subject. As a rule, fact sheets are one to two pages. However, some are longer, particularly if they cover a complex subject. Good fact sheets are clear and easy to read.

Occasionally, fact sheets contain statistical or numeric information, such as demographics, transportation or air quality statistics, or community information. When presenting such data, use charts, graphs, or other visual devices to make them easier for the reader to comprehend.

When several subjects need to be covered, it is best to write separate fact sheets. For example, you could write a fact sheet on ozone, another for particulate matter, etc., or write just one fact sheet describing air pollutants generally. Developing a series of short, specific fact sheets is often preferable, because people are more inclined to read brief materials. In addition, it is easy to add new information to your standard collection of resource information, because you only need to prepare or revise a short piece rather than a long, complex document. (The *It All Adds Up* marketing kit is a good example of “stepped” fact sheets.)

Fact sheets are an economical, time-saving communications tool; therefore, the time spent planning and preparing good ones is time well-spent. Good fact sheets will help you avoid writing multiple letters or giving long explanations on the phone, and the information provided will be clear and consistent.

Tip: Fact sheets are more visually interesting and appealing if they are printed on special paper, such as the “cloud” stock used in the “Marketing Materials” section of this toolkit. That particular stock can be found in most office supply stores.

Sample

- **What is *It All Adds Up to Cleaner Air*?**

What does dropping off the kids, running by the bank, and picking up dinner have to do with cleaner air? Trip chaining — combining errands into one sensible trip — is just one of the many actions you can take, and probably already are taking, that help improve the quality of our air. Small, easy steps such as trip chaining, maintaining your car, and choosing alternative modes of transportation, are the main themes of the *It All Adds Up to Cleaner Air* public education program.

The program applauds individuals who are already incorporating these actions into their daily routines — while encouraging others to take a few simple steps whenever they can — to help reduce air pollution and traffic congestion.

Through community-based outreach, supported by broadcast and print public service announcements, the program is designed to increase the public's awareness of the connection between their travel choices, air quality, and traffic congestion.

- **Why is it important for *(community name)*?**

(Insert local statistics on air quality in your area, e.g., non-attainment for ozone, etc.). This program provides information relevant to *(community name)*, thereby empowering its residents to help reduce air pollution, lessen traffic congestion, and improve the quality of life in our community.

- **Who is sponsoring/coordinating this effort?**

(If coalition is sponsoring, name of coalition) is made up of a broad range of organizations that are committed to improving the air quality and reducing traffic tie-ups in our community. *(Insert names of organizations or types of organizations participating, e.g., state and local government, transportation industry, environmental advocacy groups, public health professions, influential community groups, businesses, consumer groups, media, civic organizations, and health care providers.)*

(If organization is sponsoring, name of organization) is committed to improving the air quality and reducing tie-ups in our community. In an effort to increase awareness of the connection between our personal travel choices, air quality, and traffic congestion, *(name of coordinating organization)* launched this program. *(Insert short description of organization's goals and how a program such as this supports those goals.)*

Although the program has been launched locally by *(name of coalition and/or coordinating organization)*, it is part of a national transportation and air quality initiative supported by the U.S. Department of Transportation and the U.S. Environmental

Protection Agency. *(Community name)* has joined this nationwide effort, because we are committed to reducing traffic congestion and air pollution in our community.

- **How can an individual make a difference?**

There are many actions a person can take to help improve air quality and reduce traffic congestion. These include trip chaining (combining errands into one sensible trip), sharing rides, taking mass transit, maintaining your vehicle, fueling your gas tank at night, and biking or walking. These are easy steps that fit into busy schedules without major inconvenience.

- **What else is being done in *(community name)*?**

Some other activities that *(organization or coalition name)* has sponsored include:
(Insert highlights of successful experiences or programs that the public may be familiar with, but may not realize were supported by this organization or coalition, e.g., city buses not charging passengers on ozone-action days.)

PRESS CONFERENCE

When to Hold a Press Conference

There are times when a press conference or media event is the best way to broadly deliver important information about your program to the press. They offer the potential for reaching multiple reporters from the broadcast, print, and trade press at a single event. Press conferences can be efficient and exciting. They heighten interest in the story and may even reinforce the natural competitiveness of the press, increasing the prospects of your story being covered. *But, all of this is predicated on having interesting, newsworthy, and timely information to announce.* If the event does not live up to its billing, reporters probably will not cover it, and it will be much harder to bring them out for a subsequent event. Therefore, consider the following points in deciding if you should hold a press conference:

- Is your story newsworthy, timely, and of interest to news-reporting organizations?
- Are there alternative means of delivering your message that would be equally or more effective?
- Does the press conference offer reporters special advantages, such as interesting visuals and hearing directly from experts, key officials, and other important figures?

Successful press conferences invariably involve a great deal of staff time and should not be undertaken without good reason. Even with a strong topic and story, it is not easy to secure press attendance. In part, this is because many print and broadcast outlets have limited staff. Therefore, to be fully effective it may require extra effort, such as substantial follow-up work to get your message to the members of the press who were unable to attend.

While there are no hard and fast rules for holding a press conference, some events that might warrant one are the announcement of the formation of a clean air coalition, the launch of a new public education/information program, announcement of receipt of a major grant to fund clean air activities, release of an important survey or study, or achievement of critical goals or milestones. A press conference also may be appropriate to respond to a crisis or to inform the press of a position your organization has taken on an important issue.

Where to Hold a Press Conference

Once you have decided to hold a press conference, you must determine where it should be held.

Some locations to consider include:

- Your headquarters or the office of one of your program partners
- An off-site facility that is easily accessible to the media such as a hotel or facility with special meeting rooms, or a local press club (if your city has one)

- A location that is directly related to the topic— an “on-the-scene” location. This might be a vehicle service station, a bus stop, or a school.

Certain needs will have to be met wherever the press conference is held. For example, the area must have space to accommodate the media and guests. If you expect television coverage, there should be sufficient space to set up cameras, and easy access to electrical outlets. The location also should accommodate audiovisual equipment such as screens, overhead projectors, microphones, and a “mult box,” an electronic device that allows several broadcast media microphones to receive a voice feed at the same time. Meeting rooms in popular locations are often booked well in advance; therefore, check on facility availability early in the planning process.

What Day and Time are Best for a Press Conference

When planning a press conference, the day of week and time of day are important considerations. In general, avoid Mondays and Fridays. Few reporters are willing to commit to a Monday event. Like many people, they prefer to begin the week in the office and often have meetings scheduled that day. Friday typically is a wrap-up day, with reporters and editors rushing to complete assignments against both the day’s and week’s deadlines.

It is preferable to schedule a press conference in the morning, because this offers the best opportunity for a full day’s coverage in broadcast media. It also reduces conflicts with afternoon print deadlines. When possible, a press conference should last no more than one hour and begin between 9:30 and 11:00 a.m. Respect deadlines. Start the event on time, even if few people are in attendance.

Weekend press conferences are not a good idea, because the media will have greatly reduced staffs. Further, it is generally difficult to reach weekend staff before the event, because many are not available during the week.

Who to Invite to the Press Conference

Your media “universe” depends on the size of your city. Obviously, the larger your area, the more print outlets, radio and television stations, and ancillary media will serve you. But all U.S. cities are served by some media outlets, and in most cases, the array is surprisingly large.

You may want to draw reporters from all media sources or focus on only some of them. Many public affairs professionals develop several targeted media lists, because it makes the job of sending out materials easier and more effective. For example, you may have a list of general mass media outlets such as television, radio, and daily newspapers. Another list may have environmental writers or trade press only. Whether you employ a single mailing list or multiple lists, the process for developing them is similar. See the “Media Advisory” in Tab I for more information.

How to Invite the Media to a Press Conference

The most common way to invite reporters to a press conference is with a media advisory. (See “Media Advisory” in Tab I for an example.) The advisory provides reporters with enough information to decide if they should attend the press conference, but not enough to make them feel they have the full story. If participants are available for interviews, state that in your advisory. Fax or mail the media advisory one week before the event to give editors time to assess the story and make decisions about coverage. In some cases, you may want to invite more than one person, such as a metro reporter and an environmental reporter. Both may have an interest in the story, but from different perspectives.

It is important to make follow-up calls a day or two before the event, for several reasons. First, faxes are notorious for “getting lost” and you may have to resend. Second, calling gives you an opportunity to sell the press conference to the reporter, and to ask if he or she is interested in scheduling an interview with your spokesperson(s) following the event. The goal is to generate interest in your topic. Finally, calling may give you an idea of how many people might attend the event.

The soonest most broadcast reporters will know if they will cover an event usually is the day before — and more often the day of the event. Even then, breaking news may draw broadcast outlets away. In those cases, calling a broadcast reporter after the event and offering a key participant for a phone or in-studio interview may result in a story.

What Materials to Give to the Media

Generally, you should distribute a press kit at a press conference or media event. Some key elements of a press kit include:

- A press release containing the key information presented at the conference
- Fact sheets or background materials that will amplify the content of the press conference, provide context, and give the reporter basic, factual information helpful to understanding the issue and developing a story
- Copies of any prepared statements, graphs, charts, or other substantive information presented at the conference
- Biography or background information on key spokesperson(s)
- Photographs of key spokespersons (if available) or other graphics to increase the possibility of a picture accompanying the story

Following the event, it is a good practice to messenger copies of the press kit to reporters who cover the topic but could not attend, so they can meet their deadlines.

Embargoed Material

Sometimes a reporter will ask you to give him or her the material being released before the press

conference. Perhaps the reporter has a conflicting assignment, yet wants to cover the story at the same time as his or her counterparts. You could provide an “embargoed” copy of your report or press kit, which simply means the story cannot be reported before a time you specify. Embargoed materials should be clearly labeled, such as “Embargoed until 11:00 a.m., Tuesday, May 7, 200X.”

How to Prepare Your Spokesperson for the Event

It is a good practice to have a primary spokesperson for your issue. That person should be well prepared for the event and ready to answer reporters’ questions. To help your spokesperson:

- Develop a brief statement — under 10 minutes is a good rule-of-thumb — and a set of “talking points” that focus on your key messages.
- Consider using visual aids such as poster-size charts or overheads. If you produce visuals, they should be clear and easily understood, and visible from any point in the press area.
- Anticipate questions and prepare clear, brief answers.
- Provide the statement, “talking points,” and Q&As to your spokesperson and anyone else who might be answering questions. (Note: Do not distribute talking points or Q&As; they are for internal use only.)
- Schedule a rehearsal. You may want to have several people there to give it the feel of the actual event, and you may want to videotape it to assess and improve the presentation.
- Decide how questions will be handled. If more than one person is involved in the presentation, it is a good idea to have a moderator who is knowledgeable about the participants and can call on the best person to answer each question.

Specifics of Planning the Press Conference

- Establish a budget. Among the possible costs:
 - Room rental, including furnishings such as chairs and a podium
 - Photographer and related photo costs
 - Press kit materials- production/printing/copying
 - Audiovisual needs and materials (e.g., banners, charts, slides, mult box, videos, phone hook-up for radio stations, etc.)
 - Refreshments, coffee, etc. *Tip: Don’t serve food, because it is a distraction rather than an enhancement.*
- Plan how you want the room set up and how the traffic should flow.

- Work beforehand with the person charged with setting up the room so you know where equipment will be, who will set it up, and when and who to contact if you have last minute “emergencies.”
- Develop signs to guide people to the press conference area.
- Make sure there is adequate parking, including reserved space for VIPs.
- Be sure the area is accessible for the physically disabled.
- Decide who will speak, the order of the speakers, and how long each will present. Determine who will introduce speakers and who will acknowledge dignitaries. *Tip: No speaker should take more than 10 minutes; total speaking time should be no more than 20 to 30 minutes.*
- If more than one person is presenting information, develop an agenda or program for attendees.
- Set up a registration table outside the press conference area. Have a knowledgeable person at the table to answer questions and hand out materials.
- Have two sign-in sheets at the registration table — one for the press and one for guests.

The Day of the Press Conference

- Arrive at least one hour before the event. This will give you time to attend to any last-minute matters. Speakers should arrive at least one half hour before the event and use the time to familiarize themselves with the facilities, attend to any last-minute details, and relax for a few minutes before the event begins.
- Assign someone the role of “greeter.” The greeter is charged with meeting guests as they arrive, directing them to the sign-in table, and seeing them into the conference area. The greeter should be able to answer any questions the guests may have.
- Start the press conference on time, even if attendance is sparse.
- An official should welcome the media and briefly mention why the press conference has been called. As suggested previously, that person should acknowledge VIPs and key speakers, introduce the spokespersons, and let the media know that these persons will answer questions at the conclusion of the presentation.
- Following the presentation(s), it may be appropriate for the moderator to *very briefly* summarize the key messages and then open the session to questions. The question and answer portion of the press conference should last no more than 15 to 20 minutes. The moderator should call on each reporter who has a question. *Tip: It is a good idea to ask*

the reporter to identify him or herself and the name of their organization. Often the moderator will repeat the question so that all can hear it. The moderator then designates the appropriate person to answer the question.

After the Press Conference

- Consider sending thank you notes to the VIPs who attended.
- Distribute press kits to key media who were unable to attend.
- Monitor the press for coverage.

PRESS CONFERENCE CHECKLIST

Facilities

Conduct a walk-through at the site before the event and the morning of the event.

- ☐ Site satisfactory
- ☐ Space adequate
- ☐ Security available
- ☐ Accessible for physically disabled
- ☐ Parking available
- ☐ Outdoors — grounds in good condition
- ☐ Visuals identified

Equipment

Test equipment before and on the day of the event. Allow time for replacement and know who to contact about equipment problems.

- ☐ Microphone/amplifier
- ☐ Podium
- ☐ Platform/stage
- ☐ Acoustics
- ☐ Visual aids (equipment, screens, easel, charts, etc.)
- ☐ Heat/air (where controls are/how to adjust them if necessary)
- ☐ Video/audio recording equipment, including mult box
- ☐ Seating arrangements
- ☐ Registration table
- ☐ Signage

Materials

- ☐ Sign-in sheets
- ☐ Name tags
- ☐ Tent cards, if needed
- ☐ Posters
- ☐ Press kits
- ☐ Pads and pencils
- ☐ Participant materials (including press kits, releases, etc.)
- ☐ Phone service, if needed

Staffing and Set-up

- ☐ Speakers
- ☐ Staff on hand and in place
- ☐ Photographer
- ☐ Refreshments

“OP-ED”

Newspapers generally publish a page of guest opinion articles and letters opposite the editorial page, hence the term “opposite editorial” or “op-ed.” Op-ed pages are the arena in which ideas and issues are debated and an excellent place to raise awareness of issues such as air pollution and traffic congestion. Education and information programs, such as *It All Adds Up To Cleaner Air*, are good candidates for placement in the op-ed pages.

Writing an op-ed places you in the role of a reporter who is presenting the facts. Whether you use the sample provided or write your own, here are some tips for writing an op-ed:

- Begin by making an outline — it will help you stay focused and act as a reminder to cover key points.
- Stick with one subject per submission.
- Your op-ed should express an opinion and be clear and well-stated from the beginning.
- Don’t assume your readers are aware of your viewpoint. Give them enough background information to help them follow your logic.
- Support your position with statistics or study results, but don’t bury them in numbers.
- Use appropriate anecdotes; reference a recent news event or story.
- Localize your story whenever possible.
- Be clear and firm, but not fanatical, in your approach.
- Keep your op-ed to 800 words or less. Less is more.
- At the end, include an “authorship line,” which has your full name, a brief description of who you are and what you do that makes you an expert on the subject.

Ascertain the name of the appropriate party to contact, usually the editorial page editor. The newspaper’s policy will probably be for you to send or fax a copy of the op-ed. It should be accompanied by a letter that explains who you are and provides some background information about the topic. It should briefly but clearly state the issue and why your thoughts on the subject are important. Give your package time to arrive and then call to make sure it was received and to answer any questions. If you are linking the op-ed to an event or special occasion, such as “Clean Air Month,” begin about a month before the event.

Sample Op-Ed Article

WHAT YOU CAN'T SEE CAN HURT YOU!

Sometimes, what you can't see can hurt you. Take air pollution, for example. When someone mentions air pollution, many of us think of smog, leaden skies, and air that makes breathing difficult. Yet, not all air pollution is so visibly and dramatically present. It takes only 0.12 parts per million of ozone to pollute the air. Carbon monoxide is colorless and odorless, but it also is poisonous and can cause health problems by reducing the amount of oxygen delivered to the body's organs and tissues. So even though the sky seems clear, a community can have air pollution problems. Right here in *(community name)*, we have an air quality problem that needs attention. *(Insert local statistics demonstrating problem)*. Much of this pollution comes from our cars and trucks.

But there is good news for *(community name)*. By working together we can help solve our air quality problem. In fact, many members of our community are already taking steps to help improve our air quality and reduce traffic congestion. One of the important actions they've taken is to begin educating the public about how they can reduce traffic congestion and vehicle emissions that cause air pollution. The *(name of coalition)*, made up of *(identify coalition membership)*, has several goals:

(list goals, for example:

- X *Educate friends and neighbors about the relationship between local transportation and air pollution issues*
- X *Encourage individual choices that can help reduce air pollution and traffic congestion)*

Many areas around the country have made great strides toward attaining cleaner air. Automakers have cooperated by designing cars that are cleaner than ever before. Many factories have reduced practices that result in air pollution. But much remains to be done. If each of us travels smarter, we can contribute to cleaner air in *(community name)*. How? By taking such simple actions as combining errands in a single trip, choosing alternative forms of transportation such as buses and trains, sharing a ride to work or school activities, and keeping our vehicles well-maintained so they burn energy more efficiently. Some of these practices result in real cost savings. For example, a well-maintained car has lower repair bills, lower fuel bills, and lasts longer.

The *(coalition or organization name)* recently kicked off a public information program called *It All Adds Up to Cleaner Air*. This program encourages easy-to-take personal actions that contribute to cleaner air and less traffic congestion. Radio and television advertisements point out that simple changes in travel choices can and will make a difference. The initiative materials were developed in partnership with the U.S. Department of Transportation and the U.S. Environmental Protection Agency.

(Community name) is part of an expanding national effort to support innovative solutions to pollution-related issues at the local level. The *(coalition or organization name)* plans to make people more aware of these issues through activities such as *(list activities)* which will take place *(insert dates as appropriate)*. The *(coalition or organization name)* welcomes your involvement and invites you to become an active participant in the ongoing effort to improve our community's air quality and reduce our traffic congestion. For more information about this program *(write or call: insert local information)*.

Note: At the end of the op-ed include an “authorship line,” with the full name and title of your local-organization or coalition spokesperson. If this is not sufficient to show why the person is an authority on the subject, the authorship line should also include some relevant background.

EDITORIAL BOARD MEETINGS

What is an Editorial Board Meeting?

Most daily newspapers in the United States schedule meetings between their editorial staff and invited guests, called editorial board meetings. The purpose of such meetings is to explore an issue, which may be of sufficient importance to the community to justify the newspaper taking a position and publicly supporting it through an editorial article.

Some of the meetings are relaxed and informal with one or two editorial writers talking with the guests over coffee. Others are large, with numerous reporters and editors attending. For example, if the subject is air quality, reporters covering environmental, automotive, or health issues might be invited. These meetings last from 45 minutes to two hours.

Newspapers' approaches to these meetings vary greatly, but the purpose is the same — to evaluate the issue and decide if it warrants editorial support, and if so, what position the newspaper should take. Therefore, it goes without saying that an editorial board meeting is a serious undertaking. The editorial position taken by a major paper will raise the level of awareness of the issue, give it credibility, and often influence the position of other media in the metropolitan area. Therefore, if it is possible to arrange an editorial board meeting, it is well worth the effort; few undertakings offer greater potential for eliciting community support and providing the issue with visibility. However, a successful editorial board meeting requires planning and preparation.

Requesting an Editorial Board Meeting

Before you decide to request a meeting with the editorial staff of your local paper, it is advisable to take the following steps.

Narrow the Issue

Reducing air pollution and traffic congestion is a broad topic. It is easy to envision people becoming side-tracked with a variety of related issues from zoning ordinances to mechanisms for financing mass transit. While it is important to be aware of related issues, your focus will be on the importance of taking personal responsibility for improving air quality and reducing traffic congestion. Therefore, you should be clear about what you are asking the newspaper to support. In this case, it is your group's efforts to educate the public through the *It All Adds Up to Cleaner Air* public education program, and its messages.

Conduct Media Research

What has the newspaper written about air quality and traffic congestion in the past? Has it taken a stand on issues related to air pollution reduction? Mass transit? Related issues? The more knowledgeable you are, the more credible you are. Back issues of the paper can be reviewed at its offices, in the library, at a local college or university library, or on the Internet. Your subject

matter search should cover the past six months to a year. With this information, you will have a much clearer picture of the paper's thoughts on your topic.

Collect Information about Your Issue

In addition to your local newspapers, collect letters, articles, and editorials from other publications. In short order, you will have a useful resource file. When you write to your paper requesting an editorial board meeting, you could attach a supportive letter, article, or editorial from another publication to help build your case.

Call the Newspaper for Information about Editorial Board Meetings

While there are many similarities, each newspaper has its own approach to editorial board meetings. Call or write the paper's editorial department to express your interest in scheduling a meeting. Ask them who to contact and what the procedure is for requesting such a meeting. They typically will ask you to write to the editorial page editor outlining the reason for your request and providing pertinent information about the subject.

Writing the Letter

Occasionally, a newspaper will schedule a meeting based on your phone conversation. Even if this happens, a letter should be sent to the paper confirming basic points of discussion as well as specifics, including who will attend and the date and time of the meeting. It is more likely, however, that the paper will ask you to write to request an editorial board meeting.

Your letter should address your key points and contain appropriate background information about the topic. It is important to include localized information, if possible. For example, you should point out the extent of the problem in your area. If the area is in non-attainment of an air quality health standard and your efforts are directed toward correcting the situation, that should be emphasized. Include relevant fact sheets, if you have them. While you do not want to bury the editorial page editor with information, providing three or four pertinent documents adds substance to your request.

Your letter should specify who will present your information. Briefly state the credentials of that person and his or her affiliation with your organization. If more than one person will present, a description of each should be included. As a rule, no more than two or three people should attend the meeting, with one person acting as the primary spokesperson.

Once you've sent the letter, follow up with them if you have not heard back within a week. (In your initial conversation, the paper may tell you how long it typically takes to respond to a request and who you should contact to determine the status.)

What to Expect in an Editorial Board Meeting

Each paper has its own approach to editorial board meetings. However, most start with introductions and move pretty quickly to substance. Sometimes the editorial page editor may make a few introductory remarks or pose some questions. He or she may tell you that they are particularly interested in one or another aspect of the problem. Obviously, these areas need to be addressed in your presentation. More often, the meeting will be turned over to you following introductions.

It is customary for the spokesperson to give a 15- to 20-minute overview providing background information and making his or her case for editorial coverage of the issue. This is followed by a question-and-answer period. However, be prepared for the unexpected. Questions may come up at any time and people may come and go during the meeting. There may be a variety of opinions expressed during the session and differences of opinion on particular issues. If reporters covering issues such as the environment, health and medicine, transportation, and business participate, they may want to discuss different aspects of the subject.

The spokesperson should be flexible, composed, and well-prepared. He or she probably won't be able to answer all of the questions and may need to get back to the editor following the meeting. In some cases it may not be appropriate to answer a question, particularly if it pertains to issues outside the area of discussion. It will be up to the spokesperson to guide the conversation back to the topic at hand.

Preparing for the Meeting

The heart of an editorial board meeting is the question-and-answer period. This is the spokesperson's opportunity to convince those around the table of the merit of writing an editorial in support of the initiative. Therefore, one of the best ways of preparing for the meeting is to hold one or more question-and-answer rehearsals in advance.

If more than one person will be presenting, they should agree in advance who will cover specific issues. That way they can complement each other, and the amount of preparation necessary will be reduced.

The Day of the Meeting

Call the paper the day before the meeting to make sure that schedules have not been changed. The day of the meeting, plan to arrive at least 15 minutes early, because you usually will need to sign in at the visitor's desk and wait to be escorted to the meeting room. Also, participants will benefit from having a few minutes before the meeting to relax and compose themselves.

During the meeting, your spokesperson should be positive and well-informed. He or she should present information about the clean air initiative and local factors that relate to it and answer any questions to the best of his or her ability. If your spokesperson does not know the answer to a question, he or she should say so and offer to get back to the person asking the question. The spokesperson should maintain his or her composure at all times and avoid getting drawn into arguments or digressing into areas that are peripheral to the subject. If one of the reporters or editorial writers has not asked any questions or actively participated in the meeting, it might be

beneficial to ask that person if they he/she has any questions or comments he/she would like to share. At the end of the meeting, thank those who attended and ask if there is any other information they need from you. It is all right to ask whether they will write about the subject.

Following the Meeting

Shortly after the meeting, send a thank you note to each of the editors and reporters who attended the meeting. If nothing appears in the paper in a week or two, place a follow-up call to ascertain whether they will be writing an editorial supporting your issue. If not, you could ask for their reason.

If an editorial appears in the paper, watch for letters to the editor in subsequent issues. If letters of support are printed, you may want to enlist the writers in the initiative. You also may see a negative response — if so, you can ask the “letters to the editor” page editor for the opportunity to respond to the critic.

Editorial board meetings require a lot of advance preparation, but they offer the potential for rich rewards in terms of heightened attention to the initiative and increased credibility for the program.

GUEST OPINION ARTICLE

The following short, simple piece is for use when an organization asks you for a pre-written article for their publication. Sample uses include: community or coalition-member newsletters, corporate or union newsletters, or even a local newspaper.

The article is directed towards the general public. It provides an overview of the *It All Adds Up to Cleaner Air* initiative and the importance of everyday actions that can result in improved air quality and reduced traffic congestion. The article also provides a point of contact for more information.

Sample Guest Opinion Article

HOW TO IMPROVE THE AIR WITHOUT REALLY TRYING

Would you be willing to combine your errands into one trip to help contribute to cleaner air and less traffic congestion in the *(community name)* area? Trip chaining is just one of the many actions you can take, and probably already are taking, that help improve the quality of our air.

Nationally, more than 25 percent of air pollution comes from on-road vehicle emissions. Although cars are cleaner than ever before, the *(name of local coalition or sponsoring organization)* believes individual actions can help reduce pollution and traffic congestion in *(community name)*.

(Insert quote from a local program spokesperson that stresses the effect travel choices have on air quality and how the public's participation is an integral part of the solution, e.g., "It is important that we realize how much our own travel choices affect air quality and traffic congestion. We can be part of the solution by taking a few easy steps that can improve the air quality in (community name). Every little bit helps if we all pitch in," said (name, chairperson of your coalition or sponsoring organization).)

Consider these facts:

- When you first start your car after it's been sitting for more than an hour, it pollutes up to five times more than when the engine's warm. That's why combining errands into one sensible trip is more efficient and reduces air pollution.
- A poorly maintained or malfunctioning car can release as much as 100 times the pollution of a well-maintained car. Regular car maintenance will ensure that your car runs as efficiently as it can, and it prevents breakdowns.
- Sharing rides, taking mass transit, and biking and walking for short trips are actions many of us are already taking that can reduce traffic congestion and air pollution.
- In hot weather, gasoline vapors escape during refueling and, mixed with sunshine and heat, create ozone, an air pollutant that can be harmful to our lungs. By refueling your car's gas tank during cooler periods of the day and in the evening, you can help to reduce this air pollution.

The *(name of coalition or organization)* provides the public with information about the connection between travel choices, air quality, and traffic congestion through a public education and information program called *It All Adds Up to Cleaner Air*. Although the program has been launched locally, it is part of a national transportation and air quality initiative that is supported by the U.S. Department of Transportation and the U.S. Environmental Protection Agency. *(Community name)* has joined this major clean air initiative because of *(organization's name)* commitment to informing the public about the connection between air quality and transportation

and because the initiative addresses air quality problems such as *(identify problems)* which exist in *(name of area)*.

Join in to help improve the air quality and reduce traffic in our community. For more information on the *It All Adds Up to Cleaner Air* program or to receive a “Ten Simple Steps” flyer, contact *(local contact name and phone number)*.

COMMUNITY OUTREACH

What is “Community Outreach?”

Simply defined, community outreach is the practice of conducting local public awareness activities through targeted community interaction. Community outreach activities are defined here as those efforts that can directly affect the behavior of the driving public through local interaction. They are designed to educate the public about a particular issue using respected and locally relevant channels of communication. Focus groups conducted for the *It All Adds Up to Cleaner Air* initiative found that friends and family are the most credible sources for delivering messages about transportation and air quality, followed by employers, businesses, and the media. Other local channels of communication range from civic organizations to environmental groups to healthcare organizations and associations. Successful community outreach focuses on the issue’s relevance to the community and acknowledges the community’s challenges in addressing the issue.

Samples of Innovative Community Outreach Activities

There are a wide range of activities that could increase visibility of and attention to the issue of transportation and air quality in your community, from media-based outreach to outreach targeted to specific organizations and audiences.

Note: Your community outreach activities should be guided by a local needs assessment, not simply a checklist of activities that other areas have conducted. The fact that an activity has been effective in one community does not guarantee it will be successful in other sites.

Activities that Provide Direct Interaction with the Public

Outreach at State and County Fairs, Parades, and Other Community Events

- Display booths and the distribution of pencils, buttons, or other promotional/reminder items provide opportunities for face-to-face interaction with your target audience. The fun “What’s Your Air Quality I.Q.?” quiz (see “Marketing Materials”) can draw people to your exhibit and educate them about air pollution and traffic congestion. You could even offer a small prize for anyone who gets all of the correct answers (which are humorously obvious). Activities at local malls and shopping centers can provide an opportunity to reach the public to discuss trip-chaining, alternative transportation, and vehicle maintenance.
- Fund raising events provide opportunities to meet and educate the public. For example, the American Lung Association (ALA) of Washington sponsored a bicycle ride, “Trek for Clean Air,” and a mountain climbing event, “Climb for Clean Air,” which raised funds and emphasized the importance of reducing air pollution. For more information, call 206-441-5100, e-mail alaw@alaw.org, or visit their web site at <http://www.alaw.org>.

Volunteer-Based Initiatives

- In California, the Sacramento Metropolitan Air Quality Management District maximized participation in its local initiative by creating the “Smog Squad,” a volunteer-based, door-to-door initiative in specific neighborhoods. Volunteers spoke directly to community residents and distributed air quality information. For more information, call 916-874-4800, e-mail sacaqmd@pacbell.net, or visit their web site at <http://www.sparetheair.com> or <http://www.airquality.org>.
- Youth and volunteer organizations can be recruited to distribute pamphlets and innovative giveaways, such as Post-It notes with the *It All Adds Up* vehicle icon and the phrase “Stick Together. Ride Share.” or shopping list pads with messages about the benefits of trip chaining and transportation choices on air quality and traffic congestion.
- The Chattanooga Lifestyle Initiative set up the Household Eco Team Program, which used a workbook and peer support to help citizens reduce auto emissions, conserve resources, and prevent waste. They personally contacted 50 households in 10 selected neighborhoods to encourage alternatives to single occupancy driving. Members of participating households formed volunteer Eco teams and each replicated the outreach through word-of-mouth in other neighborhoods. For more information, call 845-679-4830, e-mail info@globalactionplan.org, or visit their web site at <http://www.globalactionplan.org>.

Outreach Through Local Businesses

- A number of ozone control programs have been successful working with automobile repair shops and gas stations to offer discounts on tune-ups.
- A marketing alliance and a local metropolitan planning organization partnered to promote ridesharing in a specific corridor. Activities included teaming with local businesses, such as the Carls, Jr. Restaurant chain, to offer free morning coffee for carpoolers.

Town Hall Meetings

- These have been successful for many local initiatives, although they are most appropriate in small towns. Town hall meetings provide local coalition members and elected officials an opportunity to speak directly to the community about transportation and air quality issues and receive valuable feedback that can help refine initiative activities as well as promote an environmentally friendly transportation infrastructure.

Hotlines and Toll-Free Numbers

- Hotlines and toll-free numbers are effective ways to inform the public. They can provide a recorded message, information on transportation alternatives, and even referrals for callers who want to get involved.

Street Signage

- Highway variable message signs can be used to present brief, simple facts to the traveling public.

Pledge Cards

- To document individuals' promises to try an alternative to driving alone once a week during ozone season, one community created monthly calendars or "commuter cards." The commuters were asked to write on the calendar the transportation modes they used and the mileage to and from their work destinations. Emissions reductions were estimated based on the number of miles not driven, and individuals were awarded prizes each month.

World Wide Web Sites

- Web sites are another way to reach the general public and can be linked to other relevant sites. One county web site includes a questionnaire, with questions such as, "What is your daily round trip commute distance?" After the user completes the questionnaire, cost of commuting is calculated and potential ways to save money, such as biking/walking, riding the bus or subway, carpooling, etc., are displayed.

Activities Using Media Techniques

Speaker's Bureau

- To promote the importance and relevance of transportation and air quality issues in your area, you could establish a speaker's bureau of your coalition members who are available to speak at various organization or company meetings and/or schools in your area.

Proclamations

- To highlight education initiatives as an important local issue, some programs have worked with the mayor's or governor's office to develop an official Proclamation designating a particular Transportation/Air Quality "Month" or "Day." This proclamation could be published in a local newspaper and highlighted at a kick-off press event.

Special Days

- Identifying national and local events and special days that you can tie into provides a good media “hook” — such as “Try Transit Week” in September, “Car Care Month” in October, “Clean Air Month,” “National Transportation Week,” and “Bike to Work Day” in May — or create a day such as “Let’s Clean the Air Day.” Highlights from such events can be promoted in local newspapers and city publications. Tying into days with related messages is also important. For example, cyclists have promoted Earth Day as a day to bike to work.

Working with Weather Newscasters

- The U.S. EPA produces “live ozone maps” using real time data from over 400 monitoring stations in 21 Eastern and Midwestern states. The ozone maps allow local media to deliver accurate and timely health messages about ozone pollution, giving residents the opportunity to take actions that will reduce air pollution and limit their exposure. For more information about the ozone maps, contact your state or local air pollution control agency or visit the EPA web site at <http://www.epa.gov/airnow>.
- A number of ozone episodic control initiatives have convinced weather newscasters to announce ozone alert days and promote the “10 Simple Steps” (see “Marketing Materials”) to reduce high ozone levels into the healthful range. In order to help the media understand and graphically depict ozone episodes, the ozone coalition in the Washington, D.C. region provides them with “live ozone maps.” For more information, call 410-308-0190 or visit their web site at <http://www.cleanairpartners.org>.
- The U.S. EPA has worked with *USA Today* to display on ozone alert day, a special “alert” icon in the weather box on the front page. Your local newspaper may be interested in providing the same community service.

Traffic and Weather Ad Sponsorship

- Many local radio stations provide traffic and weather updates. Sponsoring them can be a cost-effective way to disseminate your messages, because drivers (your key target audience) are trapped in their cars and open to your suggestions. Typically, the announcer says “the following information is brought to you by your (*group’s name*),” provides the update, then ends with a 30-word message (see the :10 live-read radio ads in the “Marketing Materials” section).

Local Celebrities in PSAs

- Producing PSAs specific to a local area with elected officials and other credible sources is a great way to gain exposure. The PennDOT Clean Air initiative used Governor Casey and a well-respected physician to deliver a health message. For more information, e-mail webmaster@dot.state.pa.us or visit their web site at <http://www.dot.state.pa.us>. Former Virginia Governor George Allen was involved in frequent radio announcements about air quality in the Richmond area. As part of its “One Less Car” initiative, Bellevue, WA focused media attention on “One-Less-Car Stars,” community members who used their cars wisely by taking such actions as carpooling and trip chaining. For more information, call 425-452-6800 or visit their web site at <http://www.ci.bellevue.wa.us>.

Media Luncheons

- A media luncheon on “ozone awareness” was hosted by local initiative organizers and resulted in a high turnout by the local press, generating many media stories. The luncheon was financed by local electric power and natural gas companies.

Theater Slides

- Local movie theaters can be encouraged to show your PSAs before their feature film. The Maine Department of Environmental Protection (DEP) developed a 20-minute rotation of full-screen cinema ads on three mobile-source air pollution messages. The ads incorporate visual images and questions-and-answers on vehicle-related air pollution. DEP has created seven “Screen Seen” ads, which can be used as is or adapted by other communities. For more information, call 207-287-2437, e-mail ronald-severance@state.me.us, or visit <http://www.state.me.us/dep>.

Arena Jumbotrons

- Sports arenas may be willing to show the television PSAs on their jumbotrons. One “hook” could be games that coincide with Earth Day. The Yankees ran the ads during seven home games and on their electronic scoreboards at Shea Stadium before the World Series.

Phone Lines

- Some programs have established a dedicated phone line for information regarding local transportation and air quality issues. It is answered by a staff member or volunteer who can field media and citizen calls and can also serve as a clearinghouse for materials on these issues that have been developed by local organizations and associations.

Activities Targeting Employers

Vanpool Promotions

- One local program used advertisements in newspapers, information booths at transit fairs, and signage on vans to encourage people to join or initiate a vanpool. Program representatives also went to area businesses to promote vanpools and explain

commuter and air quality benefits to employers and employees.

Employer Recognition

- Many ozone control programs recognize employers who are active members of their coalitions or proactive in encouraging employee participation (e.g., by providing transit discounts, allowing flexible work schedules, etc.). Awards honoring these companies can be announced at events and through the media. Employees can be recognized internally, through company newsletters, e-mails, or an internal “intranet” web site.
- In one city, initiative sponsors provided employers with certificates acknowledging that they were “founding partners” of the employer transportation and air quality coalition.
- The Wisconsin Partners for Clean Air worked with employers to award their employees with a ticket for each “clean commute,” for example, using alternative transportation or carpooling. The tickets were entered in a monthly prize drawing. The Partners also produced a newsletter that highlighted innovative employer activities and distributed it to all the employers in their coalition. For more information, e-mail burrs@dnr.state.wi.us or visit their web site at <http://www.dnr.state.wi.us>.

Promotional Items

- See “Marketing Materials” for exemplary specialty items created by *It All Adds Up* communities.
- You could work with large employers and/or local utility companies to include printed inserts with their invoices and paychecks.
- Notepads containing printed information — tips on trip chaining or facts about transportation choices that affect air quality — can be provided to employers.
- Producing a calendar with local scenes, school transportation and air quality poster contest winners, or messages about transportation options and activities that improve the quality of life could be a good investment. Calendars stay in view for a full year, and particular events, such as “Try Transit Week” or “Bike to Work Day,” can be highlighted. Local businesses, such as vehicle service stations and transit companies, could insert coupons and possibly help with the printing costs. For more information, call 805-645-1400 or e-mail info@vcapcd.org.

Activities Targeting Youth

Mascots

- Mascots have been used in a variety of public education efforts. Producing a costume can be inexpensive, and mascots are popular at county fairs, Earth Day celebrations, school assemblies, and community presentations.

Youth and Special Events

- The “Let Kids Lead - Youth VMT Initiative,” sponsored by the Academy for Educational Development and launched in Kansas City, Boston, and Tampa, was aimed at educating kids about transportation and air quality issues. The programs, “Barriers to Use of Non-Polluting Transportation” in Liberty, MO, “Alternatives for Community Environment” in Boston, MA, and “Airwise Program: “Don’t Be An Airhead, Be Air Wise” in Tampa, FL, empowered kids to work on their communities’ transportation and air quality challenges, and to educate their peers and their communities. For more information, call 202-884-8000 or e-mail admindc@aed.org.
- By involving local Boy Scouts, Girl Scouts, and 4-H clubs in your public education efforts, they can learn about local issues as well as deliver initiative messages to the community. For example, Girl Scouts could distribute informational material along with Girl Scout cookies.
- Involving youth in special events, such as “Clean Air Month,” encourages them to learn about local and national issues. Activities could include a youth forum or brainstorming session for children to determine what they can do to help.
- NIE, Newspapers in Education, is a cooperative effort between schools and newspapers to promote the use of newspapers as an educational resource. The Newspaper Association of America Foundation is the administrative organization for over 700 NIE programs in the United States. The Foundation provides resources and training to newspapers and educators on using newspapers in schools; helps newspapers develop strategic plans for promoting and marketing their NIE services; and represents newspapers with a broad variety of educational partners. NAA Foundation has also compiled a list of NIE sites from across the country and around the world. To learn more about NIE, contact Jim Abbott at 703-902-1730, e-mail abboj@naa.org, or visit <http://www.naa.org>.

Workshops for Teachers

- Holding workshops to educate teachers is valuable in providing accurate information that can be incorporated into classroom presentations and hands-on demonstrations. Students then bring the information home to their family and friends.

Activities Involving Transit Companies

Revamping and Distributing Route Maps

- Often, potential transit users avoid the service because they are unsure of how to use it, or confused by the route schedules and maps. The City of Boulder, Colorado, promoted their HOP and SKIP Shuttle routes by distributing brochures and two-color route maps in public locations. For more information, call 303-441-3090 or visit their web site at <http://www.ci.boulder.co.us>.

Trial Ridership

- Trial Ridership can be a great way to win over commuters to transit services. Incentives include free rides or discounted fares for new residents on ozone alert days, and can be distributed via company newsletters or local newspapers.

Bus Advertising

- LYNX, the Central Florida Regional Transportation Authority, hand-painted a CNG bus with the *It All Adds Up to Cleaner Air* tagline and messages. (see photo in the Summary Report of the First Five Years Report, Tab N).
- Pierce Transit, in Tacoma, WA, used advertisements on their compressed natural gas (CNG) buses as an effective method for promoting clean air. The blue and white ads read “Clean Machine. We’re Commuting Without Polluting,” and riders were given brochures describing the emission reductions achieved by CNG buses. The transit company also issued “new neighbor” packets to new residents. For more information, call 253-581-8000 or visit their web site at <http://www.piercetransit.org>.

Activities Involving Bicycle Clubs

- Many people who have access to short, safe bike routes to work, shopping, and recreation avoid using them because they are unsure of how to dress or transport items, or they are confused by bike maps. The Washington Area Bicyclist Association provides mentors and is working on a computer-assisted match program. For more information contact them at 202-658-2500 or www.waba.org.
- You could work with your community bike club(s) and stores to distribute information in their newsletters, at events, and on their websites.

Recognition of Program Partners

- It is important to show appreciation for the organizations, coalition members, and media outlets that have supported your efforts. One way to do this is by giving them recognition certificates, which can be simple to design and produce. It is a good idea to include your organization’s logo and a signature from one of your high-ranking officials.

EVALUATION

Evaluation is essential to the management of your communications program. It enables you to determine if your program implementation was effective and if your program met its original objectives. Armed with the results of your evaluation, you can make decisions about modifications needed to improve the initiative. In addition, an effective evaluation can increase the program's credibility within your community and with current and future funding sources.

Note: Your evaluation plan should address all elements of your program. While assessing changes in awareness and attitudes is a vital element of the overall evaluation, you also need to assess the extent to which your program achieved its predetermined goals and objectives (e.g. number of coalition members and messages distributed).

There are four main types of evaluation:

- Formative evaluation
- Process evaluation
- Impact evaluation
- Outcome evaluation

You should consider all of these in your planning, however, process and impact evaluation deserve the lion's share of your attention.

The purpose of this chapter is to answer some questions about the evaluation process, and to provide a quick reference guide for each component of the evaluation process (formative, process, impact and outcome).

Frequently Asked Questions on the Evaluation Process

Must we define our target audience to effectively evaluate our “*It All Adds Up*” communications program?

In order to get the best results from your communications efforts, it is important to target your communications. Targeting “everyone” in your community is an inefficient use of limited resources, because not all people will be able to adopt the behaviors you are promoting and some people are more likely to be moved by the messages. Consider the following questions when defining your target audience and see Tabs C, D, and F (italladdsup.gov) for additional help.

- Whose increased awareness and understanding of the *It All Adds Up* messages will get you the most reductions in emissions and congestion? In what timeframe?
- Given available resources, how extensively can you disseminate the messages?
- Given available resources, what can you track cost-effectively?

It All Adds Up messages are appropriate for everyone, however, active licensed drivers are the primary target audience, because they are in the best position to improve air quality and reduce traffic congestion through changes in their driving routines. Although the messages are less

relevant to non-drivers, students and especially teenage drivers are an important target audience, because they are in the process of developing their attitudes and habits regarding driving. Communications programs that focus on teenagers merit a separate evaluation; trying to capture their opinions in a general public study is unrealistic.

Some of you may want to target the *It Adds Up* messages to commuters who do not drive, with the objective of reinforcing their public transportation habits. In these instances, your sampling and interviewing procedures would include non-drivers who use public transit.

The media you use inherently defines the target audience. For example, if you make a strategic decision to use only newspaper advertising, your target audience is thereby defined as newspaper readers. If you decide to survey your whole community, ask whether they read the newspaper and treat people who do not read the newspaper as a control group. You may find significantly higher awareness among newspaper readers than non-readers.

Where can I obtain a brief primer about opinion and market research?

The American Statistical Association has a series of “Brochures about Survey Research” that answer many of the general public’s frequently asked questions about research and provide ethical guidelines for statistical practice. These brochures are available from the Web site at <http://www.amstat.org/sections/srms/whatsurvey.html>.

Where are other good sources of information about opinion and market research?

The following Internet sources include information about opinion and market research practices, ethics, as well as directories of research suppliers, including telephone survey suppliers, focus group facilities and moderators, and sources of sampling information. You can supplement this list with searches on “opinion research” or “market research.” Check your local business directories under “market research and analysts” for suppliers located near you.

- **American Association of Public Opinion Research**
Includes guidelines for public disclosure of survey results, a code of ethics, and a directory of research suppliers.
<http://www.aapor.org/>
- **American Marketing Association**
Includes a wide variety of information about marketing and marketing research, including articles about research techniques, sampling, and a directory of research suppliers.
<http://www.marketingpower.com/>
- **Council of American Survey Research Organizations**
Includes a “Surveys and You” section with frequently asked questions, a code of ethics, and a directory of members.
<http://www.casro.org/>
- **Dodd’s Directories, Inc.**
A directory of market research suppliers.
<http://www.focusgroups.com/>

- **Jefferson and Associates Directory of Focus Group Facilities**
A directory of focus group facilities and moderators.
<http://www.focusgroupfacilities.net/>
- **Marketing Research Association**
Includes the Blue Book research services directory, a code of ethics, and information about the data collection industry.
<http://www.bluebook.org/>
- **New York American Marketing Association GreenBook**
A commercially compiled directory of market research suppliers.
<http://www.greenbook.org/>
- **Qualitative Research Consultants Association**
Includes frequently asked questions about qualitative research and a directory of members.
<http://www.qrca.org/>
- **Quirk's Marketing Research Review**
Includes articles on a wide variety of research topics and a directory of research suppliers.
<http://www.quirks.com/>
- **World Opinion**
Includes articles on current topics in research, a glossary of research terms, and a directory of research suppliers.
<http://www.worldopinion.com/>
- **@ResearchInfo**
Includes a Market Research Roundtable discussion forum, where you can post questions about research, and a directory of research suppliers.
<http://www.researchinfo.com/>

Frequently Asked Questions On Formative Evaluation

We think we understand the opinions of our key audiences about air quality and traffic congestion. Do we need to do formative evaluation (i.e. intercept surveys, focus groups or in-depth interviews) to help develop our communications program?

You want your messages to resonate with your audiences. Formative research helps you evaluate and refine your strategy and messages, and reduces the risk of mistaken assumptions. It also allows you to explore your target audiences' general knowledge and attitudes.

- If these are new messages for your audience, it's important to get feedback on their reactions. How much formal formative evaluation research you will need depends on how much risk you can afford to take.
- Check the research that was done for the *It All Adds Up to Cleaner Air* strategy and messages (Tabs C and M) and decide if that satisfies your tolerance for risk.
- At least, get an informal assessment from a few people who are part of your target audience, but not involved in your program.

If we decide to do focus groups, how many groups should we conduct?

One or two groups are better than none. Three or four groups allow a variety of perspectives to emerge and are sufficient for most projects. Five groups or more typically yield diminishing returns, unless you have multiple audiences that are very different from each another.

How are focus groups typically structured?

Traditionally focus groups include from 8 to 12 participants and last for 90 to 120 minutes. Mini-groups of four to five participants that last for 60 minutes work well in many cases, particularly when you are looking for feedback on specific messages or promotional materials. A moderator directs the discussion using a topic guide of open-end questions (i.e., questions that are difficult to answer with one or two words).

How are focus group participants recruited?

Professional focus group facilities maintain lists of people interested in participating. They also will telephone households at random to recruit participants. Typically, group participants do not know one another and have been screened to match the profile of your target audience (adult drivers). They are offered a cash incentive to participate.

Groups of people who know one another can be used, but are not recommended (people from the same club, committee, religious group, workplace, athletic team, etc.). While this approach can be convenient and reduces expenses, such groups typically do not provide the variety of independent experiences and attitudes that make focus groups so rich and interesting.

Who should moderate our focus groups?

If you have the resources, use a professional focus group moderator. Many are listed in directories of research professionals on the Internet (listed earlier in this section). If you need to use an internal person as a focus group moderator, select someone with excellent listening skills who is able to guide a discussion without sharing personal opinions. An internal person may find it difficult to disassociate herself/himself from the topic of clean air and congestion.

How do we use the focus-group-research findings?

The key is in the planning. As a first step, list the decisions you are facing and the range of possible actions you might take. Then make certain the questions in your topic guide address these options. The purpose of the group discussions is to stimulate your thinking and provide insights that will give you greater confidence in the decisions you make. (Remember, research doesn't make decisions; decision makers do.) Once the groups are completed, discuss and document your insights. Relate your insights to the list of decisions you are facing and the range of your options, addressed in your strategic communications plan (see Tab F).

We can't afford professionally conducted focus groups. What should we do?

Remember your objective is to reduce the risk of making false assumptions. Take whatever steps you can afford to increase the probability of making good decisions during the formative stage of your program.

- Ask a communications professional in your community to react to your ideas.
- Informally share your plans, messages, and materials with people who are not familiar with what you are trying to do. You can use an "on-the-street" intercept approach or bring together a small group of employees at a local business or students at a local college. Listen to their reactions.
- Recognize the risks of an informal approach. Poorly executed and interpreted research can be misleading and increases the risk of making bad decisions.

QUICK-REFERENCE GUIDE: FORMATIVE EVALUATION

What	Provides information on the strengths and weaknesses of initiative strategies, messages, and materials.
Why	The results help you refine your planning process, messages, and materials before moving forward. Formative research allows you to explore general knowledge, attitudes, and behaviors of your target audience(s).
When	During the planning phase of a communications program, particularly when new materials are being developed.
How	Obtained through pre-campaign surveys, focus groups and individual interviews with members of the target audience(s), gatekeepers, and other community leaders.
Who	Consider hiring a professional focus group moderator and using a focus group facility with an observation window. May also be done informally with people not involved in the program.
Costs	The out-of-pocket costs can range from \$5,000 to \$8,000 per focus group, depending on the market, the characteristics of the group, the incentives offered for participation, and the methods used to recruit participants.
Toolkit Resources	<ul style="list-style-type: none"> • Who Am I Trying to Reach? (Tab C) summarizes the findings of the formative research conducted in the development of the <i>It All Adds Up to Cleaner Air</i> initiative. • How Well Do I Understand My Community? (Tab D) has guidelines on how to analyze the issues and includes examples of a focus group moderator's guide, participant screener, and participant information sheet. • How Do I Develop a Road Map? (Tab F) shows how formative evaluation fits into the total program flow. • Research Results (Tab M) gives greater detail on the formative research conducted in support of the <i>It All Adds Up to Cleaner Air</i> initiative.
www.italladdsup.com	<ul style="list-style-type: none"> • Ask questions and raise issues in the Exchange section. • The Download Center includes a sample focus group moderator's guide and a focus group participant screener. • Submit findings of your formative evaluations and share results in the Reporting and Information Sharing section.
Bottom Line	If you have developed new materials or new ways of presenting old materials, test them with focus groups before you finalize the design. Look before you leap.

Frequently Asked Questions On Process Evaluation

We have a good communications plan in place with clear objectives, strategies, and tactics laid out. Why should we bother with the extra step of process evaluation?

Process evaluation provides a checklist to help you focus on what needs to be accomplished, which helps you get the job done. It creates accountability for meeting specific objectives, which can be an effective motivator.

A process evaluation for a communications program does not need to be elaborate or complicated. Keep it simple by updating your progress at least once a month. Periodically, assess your objectives and modify them, if necessary. Share the results with the people involved in your program as well as with other *It All Adds Up* community partners.

As an *It All Adds Up* community partner, we are encouraged to share our process evaluation objectives and progress with other community partners through the Web site. Why should we do this?

The major benefit of the *It All Adds Up* community partnership program is the synergy that results when individual partners share their experiences in planning and executing similar communications programs. The sharing process provides partners context for evaluating their progress against their objectives. And submitting information about your program is simple and easy to do! Just go to www.italladdsup.gov/exchange.

QUICK-REFERENCE GUIDE: PROCESS EVALUATION

What	Tells you how the program is operating and if you are generating responses from your intermediaries, such as employers and the media. It tracks tasks, procedures, and activities conducted as part of your plan, including activities conducted by coalition members.
Why	Pushes you to set objectives. Provides an assessment of how well you followed your plan. Helps you make adjustments so your initiative runs more efficiently and effectively.
When	During the implementation phase of your program.
How	<p>Establish measurable objectives for activities that are important to you. These objectives should reflect your priorities as well as steps you consider key to the success of your program. Put in place simple systems to track your performance, such as the sample Process Evaluation record-keeping forms at the end of this section.</p> <p>Consider setting objectives and tracking performance for activities such as:</p> <ul style="list-style-type: none"> • Linking your web site to www.italladdsup.gov • Number of government, non-profit, and business partners • Types and numbers of products, materials, and messages distributed to each partner • Number of times partners have used the messages (e.g., in talk show appearances, public presentations, speeches, exhibits, billboards, newsletters, etc.) • Number of households reached by partner-sponsored messages • Number and type of media/PR outlets you have contacted • Types and numbers of products or materials distributed to each media/PR outlet • Number of times media/PR outlets have used your messages • Print circulation or number of viewers/listeners reached through media/PR outlets • Number and type of advertising outlets asked to place ads for free • Types and number of ads you sent to advertising outlets and requested free placement • Number of PSAs placed and their reach • Number and type of advertising outlets carrying paid ads • Types and number of ads for which you bought placement • Number of times the ads have run • Print circulation or number of viewers/listeners reached through paid advertising • Number of inquiries received from your target audience(s) • Number of staff and volunteer hours spent on the project • Program expenditures • Cash donations and dollar-value of in-kind support for your initiative

Who	Usually conducted by program staff using simple record-keeping/tracking systems (sample record keeping forms are available in the <i>italladdsup.com</i> Download Center). Media and Web-site monitoring services are available to collect and/or analyze media coverage of your program.
Costs	Can range from staff labor hours to fees for media-monitoring and Web-site-monitoring services.
Toolkit Resources	<ul style="list-style-type: none"> • How Do I Develop a Road Map? (Tab F) shows how process evaluation fits into the total program flow. • Sample record-keeping forms
www.italladdsup.gov	<ul style="list-style-type: none"> • Ask questions and raise issues on the “Exchange.” • Learn about Community Partner progress in the Success Stories section. • Download sample record keeping forms from the Download Center • Share process evaluation progress reports in the Reporting and Information Sharing section.
Bottom Line	Set objectives for core tasks and record your progress on a monthly basis. Share your progress on www.italladdsup.gov on a regular basis. Keep in touch with the progress of your partners in the <i>It All Adds Up</i> initiative.

The types of process evaluation tracking mechanisms you use will depend on the specifics of your communications program. The following chart contains examples of record-keeping tools to help you answer process-related questions.

QUESTION	HOW TO MEASURE	HOW TO USE INFORMATION
How many copies of initiative materials were delivered to each distribution channel?	<ul style="list-style-type: none"> • Regular inventory of materials 	To keep an accurate count of materials available
Did your coalition members distribute/use initiative materials?	<ul style="list-style-type: none"> • Follow-up telephone calls to coalition members 	To determine if coalition members are effectively using and distributing materials
Did your coalition members complete tasks for which they were responsible?	<ul style="list-style-type: none"> • Survey of coalition members • Review of meeting minutes 	To modify assignments or responsibilities, as appropriate
Did the media use the materials (e.g., PSAs/paid ads, press releases, etc.) provided?	<ul style="list-style-type: none"> • Audit of publications • Media monitoring services (e.g. Burrelle’s press clipping service or Video Monitoring Service) • Follow-up telephone calls 	To track media coverage and to determine if additional lead time or coalition-member involvement are required to encourage use of the materials
If your materials included a contact phone number or Web address, how often did your target audience contact you, and how did you respond?	<ul style="list-style-type: none"> • Form to track phone inquiries and length of time taken to reply • Web site tracking form or hit counter 	To determine if and how the information is reaching the target audience(s)
How many people were exposed to the message(s) through program activities?	<ul style="list-style-type: none"> • Event attendance records, such as sign-in sheets and head counts • Print circulation and viewer/listener information 	To measure the number of participants reached through specific activities

How much time was devoted to planning and implementing the initiative?	<ul style="list-style-type: none"> • Track number of staff hours (paid and volunteer) 	To determine how staff allocated their time and make decisions regarding future use of staff
Were the funds designated to implement the program sufficient?	<ul style="list-style-type: none"> • Track budget requests and expenditures 	To ensure the budget is being allocated effectively
Were activities completed on schedule?	<ul style="list-style-type: none"> • Develop program timelines and track schedules 	To determine if deadlines are being met

Frequently Asked Questions about Impact Evaluation

Why are we encouraged to use the impact evaluation questionnaire developed for the *It All Adds Up to Cleaner Air* initiative?

Through extensive research and testing, the federal partners learned quite a bit about the kind of questions that can (and cannot!) yield meaningful information on the effectiveness of transportation and air quality public education programs. Therefore, the impact evaluation questions are aligned with realistic objectives of changing awareness, knowledge, and attitudes about transportation choices that contribute to cleaner air and reduced traffic congestion.

Using the standardized questions will save you the time and expense of question development. Review the annotated questionnaire (at the end of this section) for an explanation of the purpose of each question. Then edit the questionnaire to meet your specific program evaluation needs. Different versions of the questionnaire (in MS Word format) are available at the Download Center of italladdsup.gov.

Community partners will be encouraged to share the results of their evaluation research with one another on www.italladdsup.gov/exchange. Clearly, comparisons will be facilitated where the same questions have been used.

Whom should we survey?

The target audience for the *It All Adds Up* messages is active licensed adults. Determine if this is your target audience. Only survey those whom you plan to expose to your messages, or use those who are not exposed as your “control” group and increase your sample size.

Why do you recommend a telephone survey? Are there other ways to gather meaningful information about our program’s impact on our target audience?

A telephone survey is the most common method for conducting impact research, because it works well in collecting data on awareness and knowledge, as well as attitudes. It offers considerable control over how respondents are selected, can be completed in a reasonable time period, and its procedures can be replicated.

Other possible methods include a mail survey, a self-administered questionnaire to a group of people, an intercept survey, a door-to-door survey, and a Web site-based survey.

Each method has its strengths, weaknesses and cost considerations. In consultation with a research professional, determine the best approach for your evaluation surveys.

How do we get a list of telephone numbers to call to conduct a telephone survey of people in our community?

There are companies that serve the survey research industry by preparing lists of telephone numbers for this purpose. For help in locating a company, use one of the directories referenced earlier in this section or your local business directories under “market research and analysts.”

There are two types of lists:

- Listed telephone numbers that are based on sources (such as telephone directories) where the telephone number is associated with a particular address. The percentage of non-working numbers is lower than with RDD lists (see below).
- Random digit dialing (RDD) lists are designed to include people with unlisted or unpublished telephone numbers. A percentage of the numbers on these lists will be non-working numbers or businesses. Some of the people contacted may be outside the geographic area of interest to you.

Neither of these approaches reach households that rely solely on cellular telephones (or have no telephones at all). Telephone exchanges dedicated to cellular calls are typically omitted from telephone survey samples.

How confident can we be that a survey of a small number of people accurately reflects the awareness and opinions of our community?

The laws of probability tell us how likely a sample of a given size represents the total community. Relatively large samples of your target audience (e.g., 500 people) are needed to demonstrate modest changes in awareness, knowledge, and attitudes. Specifically, we can be confident that 95 percent of the time the results of a survey of 500 people will be within four percentage points of the actual value for the total community. In other words, if the survey result was that 50% responded “yes,” we can be 95% confident that between 46% and 54% of your community would have responded “yes.”

The larger the sample, the smaller the margin of error will be, as the following table shows:

Sampling Margin of Error 95 percent confidence level For results at or near 50%	
Sample Size	Margin of Error
50	Plus or minus 20 percentage points
100	Plus or minus 10 percentage points
200	Plus or minus 7 percentage points
300	Plus or minus 6 percentage points
400	Plus or minus 5 percentage points
500	Plus or minus 4 percentage points
600	Plus or minus 4 percentage points

700	Plus or minus 4 percentage points
800	Plus or minus 4 percentage points
900	Plus or minus 3 percentage points
1,000	Plus or minus 3 percentage points
2,000	Plus or minus 2 percentage points

The calculation of the margin of error takes into account the size of the sample, the survey result, the size of the community, the level of confidence, and how the sample was stratified or weighted. Consult someone with knowledge of statistics for greater detail. The American Statistical Association Web site also is a good source for information about sampling and statistical questions.

In most cases, an estimate that is within four percentage points is sufficient for the analysis of awareness and attitudes. A sample of 500 respondents provides this. A sample of 500 is suitable because the way statistics work, the sampling error for a sample of 500 people will be close to plus or minus four percentage points whether the size of your total audience size is 2,000 people or 2.5 million people.

How much of a change do we need to see from the benchmark (pre-campaign) survey to the tracking (post-campaign) survey to be confident that the shift is due to a real change and not to sampling error?

The answer varies depending on the size of the samples. If both surveys were with 500 people, a change of more than six percentage points (i.e. from 50% to 57%) would be considered statistically significant, that is, not likely to be the result of sampling error (95% confidence level, answers at or near 50%). With sample sizes of 200 people, any change of more than ten percentage points (i.e. from 50% to 39%) is considered statistically significant. Smaller changes would not be considered statistically significant.

The formula for evaluating changes is different from evaluating sampling error, so a different table is provided. The following table illustrates the difference needed between two survey results to be 95% confident that the difference or change is significant, that is, not likely to be a result of sampling error. The figures in the table assume similar sample sizes for each survey, results at or near 50%, a large universe, no weighting, and a 95% confidence interval. A statistician can help you determine the appropriate statistical tests to use in the analysis of your survey.

Percentage Point Change between Survey Results to be Considered Significant 95 percent confidence level For results at or near 50%	
Sample Size for Each Survey	Needed Difference
50	20 percentage points
100	14 percentage points
200	10 percentage points

300	8 percentage points
400	7 percentage points
500	6 percentage points
600	6 percentage points
700	5 percentage points
800	5 percentage points
900	5 percentage points
1,000	4 percentage points
2,000	3 percentage points

In determining your sample size, think about what you would consider to be a reasonable amount of change to expect, and a change that would influence your decision-making process. Be realistic, so you don't set yourself up for failure. For example, if you would only consider your program successful if you got changes of ten percent or more, and you think that is realistic, then you only need 150 respondents. However, the likelihood of changing awareness and attitudes is more in the range of two to five percent, therefore, a sample size of 500 – 2,000+ is usual for these kinds of surveys.

QUICK-REFERENCE GUIDE: IMPACT EVALUATION

What	Determines the short-term (2-5 yr.) effects of your program on the target audience(s), such as increases in awareness and knowledge or changes in attitudes.
Why	While changed behavior is the desired <u>outcome</u> of public education campaigns, it is not rational to measure more than their <u>impact</u> on awareness, knowledge, and attitudes. A well-planned impact evaluation can help you determine if you met your objectives, assess the overall success of your initiative, and make knowledgeable choices about the future of your program (e.g. modifications or changes in emphasis regarding your strategy, messages, materials, or activities).
When	Doing baseline research before the program and tracking research during and/or soon after the program is necessary to identify changes.
How	<ul style="list-style-type: none"> • Work with a professional to design your survey. • Identify who will handle the data processing and analysis. Have that person review the questionnaire format before you begin. • Think through the analysis plan and report outline to make certain you have the questions needed to tell your story. • Pretest your survey with 10-20 members of your target audience and make any necessary adjustments. • Conduct a pre-campaign survey to establish a baseline of awareness, knowledge, and attitudes. • Based on these findings, establish your objectives for change. • Conduct a post-campaign survey during and/or soon after the campaign has ended. • Compare the results of the pre- and post- surveys to measure progress against your objectives. • Use the findings to modify your initiative messages, materials, and activities, as appropriate.
Who	<p>As resources allow, involve a professional research consultant to manage the survey, determine the best survey methods, design a sampling approach, supervise the interviewing, handle the data processing, and do the analysis.</p> <p>Even if you have limited funds, we strongly recommend that you work with someone trained in impact evaluation. You could hire a consultant or contact a local college or university to determine if they have a research department that might conduct the evaluation as part of a class project or at a discounted price.</p>
Costs	Out-of-pocket expenses for a pre-campaign telephone survey can range from \$8,000 to \$15,000 per survey, depending on variables such as how many people are interviewed, the length of the interview, and the difficulty in contacting respondents. The same costs will apply to the post-campaign survey.

Toolkit Resources	<ul style="list-style-type: none"> • Who Am I Trying to Reach? (Tab C) will help you define your target audience. • How Do I Develop a Road Map? (Tab F) shows how impact evaluation fits into the total program flow.
www.italladdsup.gov	<ul style="list-style-type: none"> • Ask questions, raise issues, and share questionnaire results on the “Exchange.” • Download the evaluation questionnaire from the Research Section of the Download Center. For your convenience, the questionnaire is available in multiple formats (telephone survey, mail survey, and intercept survey).
Bottom Line	Allocate a portion of your budget for impact evaluation, using pre- and post- campaign surveys to measure shifts in awareness and opinions. If you cannot afford telephone surveys, consult with a research professional to identify creative ways to track the impact of your program.

Frequently Asked Questions on Outcome Evaluation

We are expected to justify our efforts based on how much our communications program contributes to improvements in air quality or reductions in traffic congestion. However, you discourage basing our communications program evaluation on long-term behavior change. How do we respond to the people who want proof of changes in behavior resulting from our communications program?

Appeal to their common sense. We know that changes in awareness and attitudes – which we can measure using timely and cost effective research tools – are precursors to changes in long-term behavior.

However, isolating the impact of a communications program and proving its effect on long-term behavior requires considerable resources that can equal or exceed the cost of the communications program. This is not a prudent use of limited resources.

Then how can I describe the value of our public education effort?

The first question you need to address is the value of reaching your objectives. For many social and environmental change programs, the value is expressed in millions of dollars in averted costs. Most of these objectives cannot be achieved without some type of outreach or communications program. But we also know that communications alone won't achieve the objectives. Effective laws and enforcement, economic incentives, and the availability of technology, interact with many other factors, including the weather and population trends over which your air quality outreach program has no control.

Figuring out the weights to assign each variable is very difficult, the process takes a long time, can be very expensive, and you typically will end up with significant unexplained variance.

Is your air quality outreach cost effective? To start answering the question, collect the following basic information:

What are your objectives?

What is it worth to accomplish those objectives? (Is it worth \$10 thousand or \$10 million or \$10 billion?)

What did the outreach cost in time and expenses?

What activities were done for those expenditures?

How many people were reached with what messages?

What was the profile of the people you reached?

What progress was made towards your objectives?

Having good answers to these questions is a starting point. Here's the tough question:

How likely were the outreach efforts to influence the progress towards the objective?

We apply a lot of common sense in answering this question. If your messages reached 10,000

drivers, claiming your messages changed the driving habits of 1,000,000 drivers is far-fetched. However, if your message influenced 3 swing voters in the legislature that led to the passage of an air quality bill, the effort could be considered extremely cost effective. Targeting of your outreach efforts is an important way to increase its cost effectiveness.

If your objectives require that people be aware of and understand certain points before they modify their behavior, your objectives won't be achieved without an outreach program. The challenge is to make that outreach effort as cost-effective as possible.

QUICK-REFERENCE GUIDE: OUTCOME EVALUATION

What	Assesses the long-term (5-10+ yr.) results of the program, such as a decrease in traffic congestion or an improvement in air quality.
Why	To prove the ultimate value of the program.
When	After years of conducting the program.
How	Outcome evaluations require a complex methodology because the outcomes of a particular initiative are difficult to distinguish from the effects of other outside variables (e.g., other initiatives in the community, media coverage, changes in employment, changes in land use, highway conditions, the economy, smokestack pollution, etc.).
Who	Such evaluations may be part of long-term, large-scale government research, beyond the scope of the <i>It All Adds Up to Cleaner Air</i> initiative.
Costs	Outcome evaluations are usually expensive because of the challenge of demonstrating a cause and effect relationship while holding other variables constant.
Toolkit Resources	<ul style="list-style-type: none"> How Do I Develop a Road Map? (Tab F) shows how outcome evaluation fits into the total program flow.
www.italladdsup.gov	<ul style="list-style-type: none"> Ask questions, raise issues, and post outcome research results on the “Exchange.” The Success Stories section shares some of the outcomes of Partner programs.
Bottom Line	Ultimately, an outcome evaluation provides the most important measure of the success of your program. Realistically, your evaluation resources will be more productively spent focusing on how well you meet your short-term objectives in your process evaluation and impact evaluation efforts. Be careful not to evaluate your communications program based only on long-term behavior changes.

RESEARCH: *IT ALL ADDS UP* INITIATIVE-DESIGN AND TARGET AUDIENCE

Executive Summary (Secondary Research)

Review of existing research, commonly referred to as secondary research, provided solid support for development of a nationally based initiative with a strong community-based component. As a prelude to this effort, FHWA and EPA had commissioned the National Association of Regional Councils (NARC) to review existing national, regional, and local public information initiatives on transportation and air quality. The resulting report, “Personal and Public Strategies for Improving Air Quality: A Public Education Campaign,” provided specific recommendations and helped to identify some of the challenges and opportunities for the national initiative, resulting in a framework which included the following:

1. Creating and disseminating consumer-based messages that encourage people to make choices that contribute to better air quality and less traffic congestion
2. Developing a community-based program to seed new efforts
3. Linking national organizations through a national transportation and air quality coalition

Secondary research was also used to develop a preliminary target audience profile. A thorough review was conducted of demographic and psychographic research regarding people’s transportation habits and their attitudes and behavior related to the environment. These studies included *The Environment: Public Attitudes and Individual Behavior* (a long-term study of consumer environmental attitudes and behaviors conducted by the Roper Organization, Inc.) and Mediamark Research, Inc. Index (syndicated market research on people’s purchasing behavior categorized by demographics and media used). This profile was then explored through primary research, including discussion groups¹ and focus groups².

Initiative Design Research

The following formative research was conducted with key organizations and members of the general driving and commuting public to gain a more in-depth understanding of developing a national public education effort:

¹ Discussion groups are structured discussions led by a moderator and typically include seven to nine people. The group convenes for 90 minutes to two hours, covering three to four topics in depth. (In all studies of this kind, results reflect the opinions and attitudes of a limited number of people, and therefore, should be regarded as suggestive rather than definitive. This research is not intended to be quantitative or to provide a probability sample of the population from which participants are selected.)

² Focus groups are structured discussions led by a moderator and typically include eight to 10 people. The group convenes for two hours, usually after work on a weekday. Typically two 2-hour groups are held per evening. The moderator leads the group through a discussion about their knowledge, awareness, attitudes, perceptions, and responses about a particular issue, product, or idea. Focus group participants should be recruited by reputable field services using a screener designed in collaboration with you. Typically, participants were offered small cash incentive for their participation. Each set of focus groups conducted for this project contained a mix of men and women, who varied considerably in terms of age, occupation, income level; minority representation was 10-20%, which reflected our target audience. (In all studies of this kind, results reflect the opinions and attitudes of a limited number of people, and therefore should be regarded as suggestive rather than definitive. This research is not intended to be quantitative or to provide a probability sample of the population from which participants are selected.)

- < During January 1996, four moderated discussion groups were held with key national organizations in Washington, DC at the National Transportation Research Board meeting in order to gain insight from potential stakeholders into the challenges and potential obstacles of a national transportation and air quality initiative.
- < During February 1996, four two-hour focus groups were conducted with members of the general driving public to identify key issues and potential communications strategies in the development of the initiative in two regions of the country: the Northeast (Philadelphia) and West (Denver). A total of 38 drivers participated in the study.

Based on key findings from these studies, a message strategy was developed to create positive messages that encouraged the public to take such voluntary actions as trip chaining, maintaining their cars, and using alternative modes of transportation that can help meet the challenge of reducing traffic congestion and air pollution.

Concept and Message Testing Research (Focus Groups)

Additional research was conducted to ensure the messages resonated with the target audience(s) as well as with communities that offered a diverse array of transportation options. Concept testing focus groups were conducted in Dover, Delaware and Albany, New York to obtain information to help develop marketing materials to raise awareness of the relationship between personal transportation habits, congestion, and air quality. Findings were used to develop initiative messages, and in November 1997, message testing focus groups were conducted in Milwaukee, Wisconsin. The results of this study were used to refine the messages, which were translated into a wide range of media, including television, radio, and print, and then packaged in a “resource toolkit” that communities could use to tailor the initiative to meet local needs.

Program Development Research

Pilot Sites

The next phase of program development was to pilot test the initiative community-based program and materials in three communities across the nation, including San Francisco, CA; Milwaukee, WI; and Dover, DE. Feedback from the communities helped to shape the development of resources that could build community capacity and support program activities in communities with various transportation options and demographic profiles.

Demonstration Communities

Table 1 provides a summary of key research conducted to support the development of the initiative. Each section, including Review of Existing Research Initiative-Design Research,

Concept- and Message-Testing Research, and Program-Development Research is described in greater detail in this section of the toolkit.

Table 1: Research Conducted to Support <i>It All Adds Up to Cleaner Air</i>			
Review of Existing Research	Primary Research		
	Initiative Design/ Exploratory	Concept and Message Testing	Program Development
<NARC Review of Existing Transportation and Air Quality Public Education Programs (1995) <Target Audience Research: Roper Organization, Inc., Mediamark Research, Inc., Index, Pennsylvania DOT, and Washington Metropolitan Council of Governments	< Stakeholder Discussion Groups (1996) < Target Audience Focus Groups (1996) < Latino Focus Groups (1998)	< Concept Testing with Target Audience (1997) < Message Testing with Target Audience (1997)	<Initiative Pilot Phase (1998) <Initiative Demonstration Phase (May 1999 - October 2000)

I. Review of Existing Research (Secondary Research)

An extensive review of national and regional/local public education programs on transportation and air quality, along with other DOT and EPA public education initiatives, provided information on the “gaps” in public education efforts, and identified the need for a nationally implemented program. Other key information from the literature review included potential barriers, opportunities, messages, and methods for maximizing target audience participation. We found that, although there are many national, local and regional organizations implementing transportation and air quality programs, inconsistent messages are directed at the general public. Also, many of the current and recent programs have focused primarily on health messages versus traffic congestion relief and other quality of life issues, such as time savings and stress

relief.

Benefits of both locally and nationally implemented programs were found in the preliminary research. Most notably, local programs include opportunities for a face-to-face relationship with the target audience (the general driving public), and are best at addressing community issues, while programs implemented at the national level enable the message to reach the broadest audience, establish the issue as a national priority, and are usually more comprehensive and long-term. Analysis of these benefits provided a basis for the development of a national initiative with a strong community-based component.

A. Review of Existing Transportation and Air Quality Public Education Programs

In 1994, the National Association of Regional Councils (NARC) conducted a project “Personal and Public Strategies for Improving Air Quality: A Public Education Campaign” to achieve the following goals:

- Develop general agreement among interested parties on the problems they identified and a common mobility and air quality message.
- Identify general strategies for implementing public education/outreach programs.

NARC conducted a thorough review of public information and outreach programs across the country. In December 1994, they convened a stakeholder conference of 40 representatives from a variety of organizations with interests in both transportation and air quality. From the review of the stakeholder conference, a framework for organizing public education/outreach campaigns began to emerge. In their report, published in 1995, NARC made a wide range of observations and recommendations, including:

- State and local entities have requested additional assistance in meeting the ambient air quality standards.
- Messages disseminated by public education programs are inconsistent.
- Messages do not clearly link transportation choices to air quality.
- Messages related to air quality and mobility need a credible rationale.
- Broad-based support from the public is essential.
- The messages must be simple and understandable to be effective.
- The performance of public education programs must be measured over time.

B. Target Audience Research

To identify segments of the general public who would be most amenable to changing their transportation behaviors to improve air quality, we reviewed demographic and psychographic research regarding people’s transportation habits and their attitudes and behavior related to the environment. These studies included *The Environment: Public Attitudes and Individual Behavior* (a long-term study of consumer environmental attitudes and behaviors conducted by the Roper Organization, Inc.), Mediamark Research Inc., Index (syndicated market research on people’s purchasing behavior categorized by demographics and media used) and additional regional/state quantitative and qualitative research.

The Roper Organization uses a clustering technique to divide Americans into the following five behavioral categories based primarily on whether or not they have engaged in a list of “environmentally friendly” practices (e.g., recycling, involvement in environmental organizations, and purchasing environmentally-safe products): True-blue Greens, Greenback Greens, Sprouts, Grouzers, and Basic Browns. The ability to divide the general public in this way is helpful to understanding which audience segment would be most willing to listen to, and potentially act on, messages pertaining to people’s transportation choices and the effects such choices have on the environment.

Following is a summary of each category:

- ***True-blue Greens*** - This group’s behavior reflects their strong environmental concerns. They are the leaders of the green movement. They are distinguished by high levels of education and social involvement. As leaders of the environmental movement, this group would be most likely to be cognizant of the air quality effects of their transportation choices; however, their professional-level jobs and other commitments may force them to sometimes stray from their environmental commitment.
- ***Greenback Greens*** - This is the segment of the general population most willing to pay more for environmentally safe products and services. They are also pro-environment voters and contribute to environmental organizations. However, they are reluctant to make substantial behavior changes, because they desire convenience and may perceive they have limited transportation options for responsibilities such as child care. While they are willing to pay substantially more for less polluting gasoline, they have not been willing to cut back on their use of automobiles.
- ***Sprouts*** - This is a key “swing” group. Members of this market segment are moving out of the awareness phase and are just beginning to accept environmental messages. Although they are ambivalent about environmental regulations, a large percent regularly recycle newspapers and believe that individuals can reduce air pollution caused by automobile exhaust.
- ***Grouzers*** - Grouzers are indifferent to the environment; however, they rationalize their indifference as identifying them with the mainstream. A huge majority of this group say that companies, not the public, should solve environmental problems, that they are too busy to make lifestyle changes for the environment, and that others aren’t making sacrifices, so why should they.
- ***Basic Browns*** - This group conducts virtually no environmental activities. Unlike the Grouzers, they do not rationalize their behavior. Instead, their indifference stems from the belief that there is little individuals can do about most environmental problems.

Who Can We Reach and Affect?

Based on the initial analysis of the data, the two population segments selected to explore,

through

further research, as the potential primary target for *It All Adds Up to Cleaner Air* were the Greenback Greens and the Sprouts.

Greenback Greens were considered an important target audience because they are likely to have the resources to change their transportation behavior, although they may not be convinced that it is important or relevant for them to do so. An environmental message alone may not tempt this group to change their behavior, but because they describe their lifestyles as busy, they may be swayed by the other potential benefits of transportation alternatives, such as time savings and reduced stress. In addition, because many members of the Greenback Greens are parents of young children, the initiative should also target non-commuting trips, such as shopping and taxiing children, that contribute to air quality and congestion problems. According to a variety of sources, these non-work-related trips now account for 70 to 75 percent of vehicle trips.

Sprouts were thought to be a key sub population for the initiative because they believe that individuals can contribute to reducing air pollution, and many already have adjusted to recycling newspapers and other small actions that benefit the environment. A message that uses relevant analogies was highly rated by focus group participants. Sprouts may be the type of people most open to messages that use analogies or identify individual actions which cumulatively result in benefits for the entire community. An environmental message will most likely affect this group, and the added benefits of less traffic congestion may bolster message appeal.

Although True-blue Greens, who are highly involved in environmental issues, will probably most easily comprehend the program messages, they probably already understand transportation and air quality issues and are making decisions based on this knowledge. Although they most likely will support the initiative, a program targeted to them was anticipated to be “preaching to the choir.” Therefore, it was not considered necessary to target messages directly to this audience; however, messages will provide reinforcement for their current practices.

Research, conducted on target audiences for similar initiatives by the Pennsylvania Department of Transportation and the Metropolitan Washington Council of Governments, clustered audiences by their potential for adopting or changing behavior. They defined a group called “Early Adopters” as people who recognize that air pollution is a problem and feel that they personally can make a difference. At the time of the studies, this segment was composed primarily of college graduates employed in white-collar occupations. This profile tracked with Roper’s “Sprouts” profile, although a lot more than 50 percent were women. Similar to the Roper poll, the two local studies estimated this subgroup to be approximately 40 percent of the population.

Who Will Be Hard To Reach?

Grouzers and Basic Browns were anticipated to be most unlikely to heed messages on the environmental effects of transportation choices. These groups may even “fight back” if a message asks them to make a personal sacrifice for the environment. Primarily for this reason, the initiative messages do not present the driver as the “bad guy.” It is important to be clear that

we are not asking people not to drive or to give up their automobile, but just to consider the benefits of using transportation alternatives and making other behavioral changes.

In addition to demographic and psychographic characteristics, there are also transportation infrastructure factors that will narrow the target audience(s) for some messages. Although everyone can be asked to consider the relationship between air quality and transportation, some people do not have as many transportation options as others (e.g., rural versus urban/suburban residents).

II. Initiative Design Research

A. Stakeholder Discussion Groups

During January 1996, four moderated discussion groups were held in order to gain insight from potential stakeholders into the challenges and potential obstacles of a national transportation and air quality initiative. A moderated discussion group is a structured discussion that typically involves eight to 10 people. In these particular groups, participants were asked to describe their concerns about air quality and transportation/congestion issues. They then discussed in detail a number of specific scientific statements about air quality and the relationship of automobile emissions and air pollution, and the strengths and weaknesses of the sponsoring agencies. Participants were also asked to provide advice on possible ways to implement an initiative of this type and to provide general advice based on past and current experience in similar initiatives. Two one-on-one phone interviews, which were conducted with participants not able to attend a session, followed the same line of questioning and requests for advice.

The sessions were conducted with representatives from four stakeholder groups – industry, states, metropolitan planning organizations, associations and non-governmental organizations – at the 1996 Transportation Research Board Annual Meeting to:

- provide a forum for communicating Transportation/Air Quality initiative progress to a key group of stakeholders;
- gain additional, specific information from a diverse range of key stakeholder groups;
- begin identification and preliminary evaluation of potential coalition partners and credible sources for transmitting the program messages, and outline some potential strategies for working with partners; and
- identify potential sites for Transportation/Air Quality pilot projects.

As in all studies of this kind, the results reflect the opinions and attitudes of a limited number of people, and therefore, should be regarded as suggestive rather than definitive. The research is not intended to be quantitative; however, because these participants are experts in the fields of transportation and the environment, their input and recommendations are of considerable importance.

Key Findings

Significant interest and enthusiasm existed in the subject area. Based on the high acceptance

rate to the invitations to participate in the discussion sessions, and based on feedback within the sessions, there were significant levels of interest and enthusiasm in the subject area among all stakeholder groups.

There was general enthusiasm for a cooperative effort among FHWA, EPA, FTA, and other organizations, although some people were skeptical about the agencies' ability to work together, the credibility of a message coming from federal agencies, and the effectiveness of a message that would be agreed upon by all involved. In all groups, participants indicated that the agencies lend credibility, expertise, and the ability to assist a project at the local level. Stakeholder groups expressed varying reasons to support the effort, from perceiving it as an ongoing dialogue with the federal agencies and a method of receiving guidance to seeing it as a potential opportunity to influence national policy. However, it was often pointed out that the agencies' differing missions may hinder (or water down) the effects of a cooperative effort, and that the regulatory responsibilities of FHWA and EPA may lessen the credibility of the initiative message.

There was some disagreement over basic issues related to transportation and air quality. While nearly all participants said that air quality issues were priorities for their organizations, there was some disagreement over the basic assumptions concerning air quality. Disagreements ranged from unclear connections between congestion and air quality to statements that automobiles are no longer a primary source of ozone.

There was a need for local identification of problems, solutions, and message delivery. Several participants commented that the relationships among transportation, air quality, and various transportation control measures vary substantially from place to place. Based on the nature of this problem, participants voiced the need for a local orientation in identifying and addressing air quality issues.

There was a need to focus on issues such as non-commuting trips, as well as other mobile sources. It was noted by some of the participants that two-thirds of today's car trips are non-commuting trips, and in order to address this problem fully, the initiative needs to encompass both commuting and non-commuting trips. In addition, the issue was raised regarding EPA and FHWA research that indicates the automobile is no longer the primary source of ozone, and that the initiative should address other mobile sources (e.g., planes, trains).

There was a belief that the public does not fully understand air quality issues and that education is necessary. Many participants felt that public education is extremely important because the general public does not understand the air quality problem. Some of the issues they felt needed to be explained were the link between air quality and health, transportation options available and the benefits of each, the relationship of transportation and air quality, and the hidden costs of driving a car.

Disagreement existed regarding the content of the public education and information initiative. Some participants pointed out a need to reestablish links between health and air pollution, while others stated that the public should be informed of improvements in today's air quality and auto emissions. Despite this disagreement, there was consensus that education is an important aspect

of the initiative. In addition to public education, many participants noted that the future success of the initiative is dependent upon incorporating air quality and transportation issues into today's school curriculum.

The federal government should support its public education programs with action and demonstrate an early success. Although the kind of action was not specified by the participants, many expressed a need for the sponsoring federal agencies to take actions that support this initiative. These actions could range from encouraging government employees to think about their transportation choices to offering financial grants to communities willing to expand upon or improve their public transportation system.

In addition, the stakeholders agreed that in order to ensure the program succeeds in the long term, an early success should be demonstrated. This success would encourage others to get involved, and provide those who already are involved confidence that they are backing an important, timely, and successful program.

B. Target Audience Focus Groups

During February 1996, four two-hour focus groups were conducted to obtain information about transportation and air quality issues related to the driving public. The study was conducted primarily to identify key issues and potential communications strategies in the development of the public education and information initiative.

Participants were asked to describe their basic driving patterns, transportation choices or alternatives to driving, and air quality in general, and how they may or may not contribute to air pollution, and also provide reactions to message concepts. Participants were representatives of the general driving public, although some were commercial drivers and drivers who use their cars in their work.

The groups were held in two regions of the country: the Northeast (Philadelphia) and West (Denver). A total of 38 drivers participated in the study. Each group contained both men and women, and held considerable variation in terms of age, occupation, and income levels, and some minority representation.

As in all studies of this kind, the results reflect the opinions and attitudes of a limited number of people, and therefore, should be regarded as suggestive rather than definitive. The research was not intended to be quantitative or to provide a probability sample of the population from which the participants were selected. It should also be noted that these sessions were shaped, in part, by discussions with individuals with a direct interest in transportation and air quality issues, namely industry and association executives and state DOT and MPO representatives.

Key Findings

Time spent in the car. Focus group participants said they accepted the amount of time spent in their cars and adjusted their behaviors accordingly. Many noted that driving time was spent mentally preparing for or unwinding from the workday, and for planning errands. Although not

directly stated, they seemed to attach importance to that “transition time.”

Leaving the car at home. Participants were not intrinsically against the idea of leaving their cars at home, but believed it was more appropriate for those who have more routine schedules. While some participants, and therefore a significant number of drivers today, want ready access to their cars, others simply may need more motivation, flexibility, and support to seek out alternatives to single-occupant-vehicle (SOV) driving. In terms of potential motivators, short- and longer-term financial incentives were most highly rated, although there seemed to be important regional differences, because some participants in the Denver group gave greater importance to incentives such as a cleaner environment or health-related topics.

The hidden costs of driving. One hypothesis going into the groups was that the general public did not fully understand the true, or “hidden,” costs of operating a car, such as uninsured accidents, air pollution, and opportunities lost through subsidies which reduce fuel costs. The funding agencies wished to test whether informing drivers of these hidden costs might motivate them to consider options to solo driving. **Regardless of how the hidden costs of driving were presented, participants did not place a great deal of importance on them.** Most participants either accepted the figures as reasonable or were skeptical of them. Among those participants who both believed the figures and perceived that the expense of driving alone is significantly more than alternate modes, many viewed the difference as the price of convenience.

Air quality. Participants in both cities voiced strong opinions about their perceptions of poor air quality in their areas, and participants in the Denver groups were more knowledgeable about potential causes and effects. In fact, knowledge of the situation and its possible causes or main contributors was so specific, however, that any public information efforts would have to be equally specific in order to be relevant. Participants were also quite knowledgeable about the many ways they may be contributing to poor air quality, but few volunteered to change either their driving or purchasing behavior to mitigate those contributions. This was especially important, given the relatively large number of participants who traced health problems within their families or friends to poor air quality.

View of government agencies. Participants had generally negative attitudes and perceptions toward the federal government, but those feelings softened when the discussion turned to specific agencies or people. This held true in both cities, with EPA registering a measure of residual goodwill, even though some of the agency’s programs (e.g., ECO, Superfund) are viewed negatively. Criticism of DOT was given almost exclusively by the commercial drivers in the groups. Furthermore, participants, when prompted, had a relatively good grasp of the role of each agency

Public information initiatives. Participants had fairly good levels of awareness of marketing programs relating to public transportation or issue-related initiatives, such as recycling. Participants did not, however, have positive impressions of the campaigns themselves, and they did not believe such campaigns, as a whole, are effective. In fact, a few of the participants cited public service announcements that are 20 to 30 years old (e.g., Native American crying at scenes of littering along the roadway) as the most effective programs of their kind. In describing these kinds of initiatives, participants continually stressed the need for communicating convenience.

This was reinforced in the subsequent discussions on message statements. In terms of potential program sponsors, those entities or individuals closest to the target audience(s) were thought to be the most effective communicators, due to their knowledge about local market conditions and the needs of the community. Friends and family were rated as the most favored potential messengers, and the federal government the least favored messenger.

Message statements. *Overall, the convenience, effectiveness, and simplicity of specific actions were the most appealing aspects within the messages.* An effective part of communicating convenience was the use of a relevant analogy, for example seatbelts, recycling, or littering. We also learned that to be effective, messages must strike a balance between how individual actions can help improve air quality and mobility, while placing the individual's (i.e., automobile driver's) responsibility in context with that of other entities (i.e., business and governments).

C. Latino Focus Groups

Two focus groups among Latinos were conducted on August 21, 1998 in San Jose, California by Equals Three Communications, working with Garcia Research Associates, a Hispanic research firm in the San Francisco Bay Area. The focus groups were designed to gather exploratory information to expand the national messages to reach Hispanic audiences across the nation, and to support the San Francisco pilot site as they developed information programs to meet the needs of Hispanic transit riders.

National Research Objectives:

- Explore audience core values, beliefs, and information sources.
- Identify perceptions related to air quality and transportation choices.
- Explore perceived transportation options, transportation habits, and related benefits, barriers, and motivators for environmentally conscious transportation choices.
- Generate possible ideas for adaptation of national messages for Hispanic audiences.

Local Research Objectives:

- Determine the transit information needs of Spanish-speaking residents.
- Assess the effectiveness of current information services in reaching Spanish-speaking populations.
- Develop information programs that better meet the needs of Spanish-speaking individuals.

Methodology

One group was conducted in Spanish while the other was conducted in English, both by the same moderator using the same discussion guide. Qualified respondents met specific criteria outlined in the screener questionnaire, namely Latinos who use public transportation, rideshare, or drive alone to work. Although the participants came from a variety of Latin American countries, most came from Mexico, therefore, these findings may not be applicable to other subgroups of the

Hispanic population.

Key Findings

The participants were very concerned about job security and economic issues such as the cost of living, particularly with regard to housing. They also expressed concern about personal safety and education.

Air quality was not mentioned on an unaided basis, although traffic congestion was a concern. The English speakers seemed much more environmentally conscious than the Spanish speakers who tended to be less critical and less demanding than their English-speaking counterparts, who saw degrading air quality as the cause of the increased incidence of asthma, particularly among children and seniors.

The Spanish speakers were much more likely to blame commercial and industrial sources of pollution than the English speakers who more readily acknowledged the role of privately owned automobiles in the air pollution problem.

Both groups were aware of government regulations and felt such restrictions were important, even when the regulations directly affected them in the form of Smog Check programs and costly fuel additives.

There was a perception that local air quality and congestion has worsened over the last 10 years, although they felt they were still better off than larger cities such as Los Angeles, Mexico City, or New York. Despite feeling relatively lucky, these respondents expressed willingness to undertake behavior changes that would benefit the environment.

The Latino respondents were satisfied for now with the transportation options available to them but felt that the system had limits and new programs and systems would have to be put into place to deal with the population growth in the area. They saw the need for new bus routes, new light rail lines, extending Bay Area Rapid Transit District (BART)'s reach, better links between the different transit systems, and perhaps expanded boat systems.

They were open to using 800 lines to obtain information, but stated they were not pleased with phone tree systems, because they prefer to deal directly with operators. Spanish speakers would have been easier to please as long as Spanish-language services were available.

Television, radio, and newspapers were reported as the best way to disseminate general information about transit issues. They recommended that more specific information and brochures be distributed not only at the transit stations, but also at schools, libraries, hospitals, clinics, malls, laundromats, parks, and churches, among others. The post office was mentioned as a key location by the Spanish-speaking group.

Rail systems were viewed more positively than bus lines. Rail was seen as cleaner, faster, safer, and more comfortable. Bus systems were seen as dirtier, slower, more prone to breakdowns, and to be crowded.

III. Concept and Message Testing (Focus Groups)

A. Concept Testing

Focus groups held in Dover, DE and Albany, NY, described below, were critical in reshaping the initiative's target audience(s). Based on participants' input, combined with results of the previous focus groups, the initial audience segmentation was revisited (see section I. B. on existing target audience research on "Sprouts" and "Greenback Greens").

Focus groups revealed that many participants did not see environmental benefits as a convincing reason for change and indicated other benefits were much more relevant. Therefore, our strategy shifted from targeting those who are most likely to change based on environmental reasons to the general driving public. Those who would consider the environment as one of many benefits to adopting environmentally conscious transportation choices became our secondary target audience.

1. Dover, Delaware Focus Groups

On Thursday, June 19, 1997, two focus groups were conducted in Dover, Delaware to obtain information that would be used to develop marketing materials to raise awareness of the relationship between personal transportation habits, congestion, and air quality. This research was undertaken to explore ways of supporting state departments of transportation and metropolitan planning organizations (MPOs) in their efforts to comply with the requirements of the Intermodal Surface Transportation Efficiency Act of 1991 (ISTEA) and the Clean Air Act Amendments of 1990 (CAAA). Dover was selected as a pilot site to assist with the development and implementation of a local initiative that could draw on local transportation options and be delivered by a local coalition of private and public organizations. The information obtained in the Dover groups not only assisted in the development of the local aspect of the initiative, but provided valuable insight into candidates for national messages and how locations similar to Dover might react to this initiative.

Participants were asked about their awareness of local air quality and congestion issues, then were asked to provide feedback on a campaign positioning statement and some message concepts, presented in an "ad-like" format.

The focus groups were conducted with members of the general driving public. Because at this point the initiative messages were designed to target members of the driving public who were moderately knowledgeable of air quality and transportation issues, and were willing to make some changes that would benefit the environment, the screener was designed to exclude both ultra-pro-environmental individuals, and those who were not willing to make any changes in their personal transportation habits (see section I.B. for more information on preliminary target audience segmentation). A total of 16 drivers participated in the study. Each group contained both men and women, and held considerable variation in terms of age, occupation, and income levels, and some minority representation.

In all studies of this kind, the results reflect the opinions and attitudes of a limited number of people, and therefore, should be regarded as suggestive rather than definitive. The research was not intended to be quantitative or to provide a probability sample of the population from which the participants were selected.

Key Findings

Environmental concerns were not among the highest priorities of many Dover commuters.

Issues, including crime, wavering trust in state and national elected officials and government, day-to-day economics, and global issues appeared to occupy far more “share of mind” than issues related to the environment. Group participants’ comments indicated that concern for the environment did exist, but that these environmental concerns had merely moved to the “back burner” to a number of other chronic issues.

Still, many group members bristled at the suggestion that they should have started doing something about the environment precisely because they believed they were already participating in a variety of direct and indirect environmentally “friendly” activities.

Specifically in the automotive category, group members pointed to their use of lead-free gasoline and motor vehicles with pollution controls, and their adherence to state emission standards testing as examples of their ongoing support of the environment.

Many persons were willing to share responsibility for protecting the environment. But they bristled at the suggestion that they should feel either personally guilty for its demise or responsible for its renewal. The people who took part in this study were willing - some even anxious - to take part in what they believed was a larger group effort required to restore and maintain the health of the environment. However, they firmly rejected, and were even insulted by the notion that they should have felt any personal responsibility for the condition of the environment or personal burden for its renewal.

Many Dover commuters did not perceive there to be a problem with the quality of air in central Delaware. The people who took part in this study outlined a variety of environmental concerns, including issues involving local watersheds and the impact of upstream polluters. They did not, however, perceive there to be any problems with air quality in metropolitan Dover. In fact, most described the local air as “very good.” One even described the air in Dover as “looking as fresh and clear as if it was handed straight down from God.”

There being no perceived problem, there was no perceived urgency associated with restoring air quality. The people who took part in this study believed that air quality was worthy of preservation, though they suggested that it would be a difficult task to convince local citizens to take actions to meet this end. None of the members of either of the two focus groups believed the current air quality in the Dover area required any immediate, urgent remediation.

Any action taken for the good of “the earth” was assumed to include the air. The people who took part in this study did not perceive the earth and the air to be separate entities. Rather their belief was that the earth and the air are part of a single, holistic environment.

Dover's most significant contributors to environmental deterioration were perceived to be industrial polluters located outside Dover. When they thought of adverse environmental contributors, the study participants tended to look “up river” to the major refinery at Delaware City, to industrial installations in northern Delaware and in New Jersey, and even to the impact of coal mining and coal burning utilities in Pennsylvania. With only one or two minor exceptions, environmental deterioration was perceived to be an issue caused by outsiders.

Traffic congestion in Dover was said to be largely a function of transient motorists and “Race Weekend” visitors. Group members believed that traffic originating in Dover was more likely to be private than commercial. However, group members also believed that local traffic congestion, and any resulting environmental deterioration, were caused more by transient traffic and “Race Weekend” visitors than they were by local residents.

Although some Dover commuters were undoubtedly predisposed to abandon their personal motor vehicle in the name of environmentalism, their perceived ability to do so was hindered by a lack of alternate modes. Most of the people who took part in this study had at least a basic awareness of the impact of motor vehicles on the environment. Most said, however, that any predispositions toward changing personal transportation habits were thwarted by 1) America's traditional love of motor vehicles and driving; 2) the creeping “suburbanization” of our nation; and 3) the paucity of alternate modes of transportation.

A number of Dover commuters were aware of a bus system in the Dover metro area. But this system was perceived to be of little utility to them. Many of the persons who took part in this study were aware that there was a bus system in Dover. However, most believed that this system was most targeted to the needs of the elderly and other transit-dependent groups. Neither the timing nor the routing of the existing system was perceived to have utility to any of our group members.

Nearly all of the people taking part in this study agreed, at least conceptually, with the premise of the campaign positioning statement, which read: “My travel choices have an effect on air quality and congestion in my community, and ultimately on quality of life.” However, they did not like what they perceive to be its pointed, “accusatory” tone. Initially, almost everyone who took part in this study was to some extent insulted by the campaign positioning statement. Upon further discussion, it was determined that they in fact agreed with the statement, but resented its implication (primarily through the use of the pronoun “my”) that individuals are personally responsible for environmental deterioration and for its renewal.

The extent to which twelve “ad-like” concepts were embraced or rejected appeared to have been determined by 1) perceived applicability to Dover; 2) overall credibility; and 3) recognition of an air quality problem in Dover. Study participants in each group had a variety of responses to the 12 concepts presented. Their feedback, however, was remarkably similar from group to group. Some said they simply did not feel they applied to Dover, either because they did not perceive there to be an air quality problem in Dover, or because they made repeated reference to transportation modes not perceived to be available in Dover.

Nearly all participants agreed that a local coalition would be a credible source to deliver a message on the local situation and options. Although their first reaction was that the messages should come from local or federal government, they stated that they would be more likely to listen if the messages came from a local coalition that included both private and public organizations.

2. Albany, New York Focus Groups

Wednesday, July 30, 1997, two focus groups were conducted in Albany, New York to obtain information to help develop marketing materials to raise awareness of the relationship between personal transportation habits, congestion, and air quality. This research sought to explore ways of supporting state departments of transportation and metropolitan planning organizations (MPOs) in their efforts to comply with the requirements of the Intermodal Surface Transportation Efficiency Act of 1991 (ISTEA) and the Clean Air Act Amendments of 1990 (CAAA). The information obtained in the Albany groups assisted in the development of the local aspect of the initiative, and provided valuable insight into candidates for national messages and how locations similar to Albany might react to this initiative.

Participants were asked about their awareness of local air quality and congestion issues, then to provide feedback on concept statements, appeal statements, and some ad concepts. The participants, who were screened by telephone in advance, were offered a cash payment as an incentive to take part in the study. Because the initiative messages were proposed to target members of the driving public who were moderately knowledgeable of air quality and transportation issues, and were willing to make some changes that would benefit the environment, the screener was designed to exclude both ultra-pro-environmental individuals and those who would not be willing to make any changes in their personal transportation habits. A total of 20 drivers participated in the study. Each group had both men and women, considerable variation in terms of age, occupation, and income levels, and some minority representation.

In all studies of this kind, the results reflect the opinions and attitudes of a limited number of people, and therefore, should be regarded as suggestive rather than definitive. The research is not intended to be quantitative or to provide a probability sample of the population from which the participants were selected.

Key Findings

Group members did not perceive any serious problems with air quality in the Albany metropolitan area. Albany group members conceded that there might have been occasional, localized occurrences of air pollution, mostly from industrial sources, and were generally aware that pollution from the Midwest blows eastward into their region. However, there was still a feeling that the air was good in Albany, and largely free of any harmful content that would require immediate attention.

Regarding their concern for the local environment, the Albany group members put the focus on environmental issues other than air pollution. The people who took part in this study were

far more concerned about the more immediate implications of suburban expansion and the integrity of local municipal water supplies than they were about air quality.

Albany group members knew that use of motor vehicles ultimately affects the environment.

However, they did not believe current conditions warrant any change in their current driving habits. Members of the Albany groups were far quicker than their Dover peers to note the relationship between their use of motor vehicles — indeed a whole array of machines, ranging from cars to trucks to buses to boats and lawn mowers — and local air quality. But in the absence of any noticeable problem, Albany group members were reluctant to make any changes in their driving behavior.

Congestion was not perceived to be a problem in Albany. Group members described traffic congestion in the Albany metro area as a highly localized, time-limited problem. Although traffic volume was recognized to be increasing, for the majority of area drivers, congestion simply was not perceived to be a problem.

There was no awareness of the Commuter Register or Guaranteed Ride Home program. Even after understanding Guaranteed Ride Home, participants were not convinced it would work effectively or quickly enough in an emergency situation.

Albany group members believed that significant change in driving habits could only, or most effectively, be achieved through legislation. The members of both Albany groups were very cynical when the idea of citizens taking corrective actions for purely altruistic reasons was considered. They simply did not believe that people would take these actions without being required to do so.

Even those who were predisposed to consider other modes of transportation complained that there were few, if any, viable alternatives to personal automobiles for Albany-area drivers.

Group members believed that Albany's bus system worked only for those who commuted from suburbs into Albany's central business and government area. Carpooling, vanpooling and other shared riding initiatives were non-existent or unnoticed. Bicycling or walking were seen as unsuitable for people who lived in the suburbs because of the lack of sidewalks and time/safety issues.

"Chaining" was already happening, but not for air quality or congestion relief reasons. Some of the group members were already linking commuting and errands, but they did so for time savings and convenience. Most said that if those incentives did not exist, they most likely would not have considered trip chaining purely for environmental reasons.

The focus groups also provided interesting feedback regarding the development of any initiative or program designed to influence changes in personal driving habits:

This initiative could only succeed if it was built upon a foundation of highly credible and compelling evidence that an air quality or congestion problem existed. Before they would even consider alternative "solutions," group members commented strongly and repeatedly that they

needed to be convinced that an air quality or congestion problem existed. The adverse impact of this problem needed to be clear, close, and real. The party delivering this message needed to be beyond the reach of political or commercial influence.

Relieving traffic congestion appeared to be a far more effective influencer than reducing air pollution. However, because they didn't perceive that Albany had a serious congestion problem, group members saw little reason to give this issue much attention. Although no true consensus appeared to exist, group members seemed most predisposed to alter their driving habits if they believed that both big organizations and individuals were working together to improve air quality and traffic congestion. Preservation of quality of life was another strong motivator, although again not one that was perceived to be an important issue at present in the Albany area.

Among the program elements shown to Albany group participants, only messages that spoke about carpooling were perceived to be relevant. Among the various modes discussed in this study, only carpooling was perceived to be a relevant, though not a highly realistic, alternative for Albany-area drivers.

The messages presented on automobile maintenance were considered to be too generic to be either noticed or compelling. Group members felt that those messages could have been coming from anywhere – from the automotive industry to neighborhood tune-up shops. The advice the messages conveyed was considered by most group members to be so basic as to be unnecessary.

B. Message Testing

Monday, November 17, 1997, two focus groups were conducted in Milwaukee, Wisconsin to obtain information to help develop marketing materials to raise awareness of the relationship between personal transportation habits, congestion, and air quality. The research sought to explore ways of supporting state departments of transportation and metropolitan planning organizations (MPOs) in their efforts to comply with the requirements of the Intermodal Surface Transportation Efficiency Act of 1991 (ISTEA) and the Clean Air Act Amendments of 1990 (CAAA). Milwaukee was selected as a pilot site to assist with the development and implementation of a local campaign that could draw on local transportation options and be delivered by a local coalition of private and public organizations. The information obtained through the Milwaukee groups provided insight into national messages and how locations similar to Milwaukee might have reacted to this initiative.

Participants in the groups were asked about their awareness of local air quality and congestion issues, then to provide feedback on three different approaches to communicating messages about environmentally-friendly driving habits and which best meet the communications objectives of the initiative.

Because we initially thought the initiative's messages would target members of the driving public who were moderately knowledgeable of air quality and transportation issues, and were willing to make some changes that would benefit the environment, the screener was designed to exclude both ultra-pro-environmental individuals, and those who were not willing to make any changes in their personal transportation habits. A total of 18 drivers participated in the study.

Each group had both men and women, with considerable variation in terms of age, occupation, and income levels, and some minority representation.

As in all studies of this kind, the results reflect the opinions and attitudes of a limited number of people, and therefore, should be regarded as suggestive rather than definitive. The research was not intended to be quantitative or to provide a probability sample of the population from which the participants were selected.

Key Findings

Participants were not blind to their area's environmental challenges. But other problems had higher priority. The people taking part in this study were familiar with the many ways that Milwaukee's environment was being tested. Environmental problems were the issues that came to mind most readily for most study participants when they thought about conditions that threatened their quality of life.

Traffic congestion was more of an issue to many Milwaukee-area residents. Most saw it to be a function of time, growth, and poor highway planning. There was little question among the people taking part in this study that traffic volume had increased, resulting in congestion in the Milwaukee area. Participants said that traffic on all roads was increasing, especially along busy suburban retail corridors. However, they said the most severe congestion was limited to people who commuted between the suburbs and the city center during "rush" hours. Some blamed area traffic congestion on transportation planning agencies that failed to expand Milwaukee's highways along with the growth of the metropolitan area.

Study participants were aware that there were some alternatives to driving alone; however, none were more than marginally predisposed to use these alternatives. Many study participants believed attempts to promote voluntary changes in personal driving habits were futile. Some younger members of our study said they loved their cars and "love to drive." Others said, "We work too hard for the time and money we have to give up any of it." Some merely described themselves as "dogs too old to learn new tricks." Whatever the reason, the people who took part in this study all said they were too confirmed in their personal driving habits to make changes. A number of the participants said they could have used the local bus system if they wanted, but they thought it required too much time and loss of freedom to accommodate their needs. Some knew that car pooling services were available, but did not think of using these services. A number knew that "Kiss and Ride" sites were located near area byways, but few perceived them to be good for anyone other than those who worked "downtown."

Most study participants believed they were already taking steps to help improve local air quality. Members of both groups – some resentful, as if they were asked to give up a fundamental American birthright – described how residents of the Milwaukee area had to give up some of their vehicles' performance because a more environmentally friendly fuel formulation was mandated for the area. They further believed that they were singled out to be "guinea pigs" while people and industry "down south" in Chicago and Northern Indiana (sources that most group members believe are the real polluters) had not yet been required to meet

environmental requirements.

Within this context, study participants had interestingly similar impressions of the three creative approaches presented to them. All three creative approaches were developed to support the initiative theme, *It All Adds Up to Cleaner Air*, that was developed based on feedback from previous stakeholder discussions and consumer focus groups. The first approach used humor and reflected the lifestyle and increasing demands made on individuals who felt as though they were already doing as much as they possibly could. The second approach, which came to be known as the “Anthem” approach, used rich visuals and an uplifting audio to convey a “bandwagon” feeling to call the public to action and to avoid the negative emotions elicited in earlier focus groups when individuals thought they were being told or pressured to change their transportation choices. The third approach used an animated character to bring humor and emotion to the messages.

Key feedback from focus group participants included the following:

- They understood the intent of all campaign messages and all three creative approaches.
- They appeared to be confused regarding target audiences, with more than a few study participants failing to identify with some of the messages shown.
- Study participants were most open to the congratulatory approach that reflected our active lifestyles, although they were somewhat taken aback by the intensity of this approach.
- Although some study participants suggested that the animated character would likely draw the most attention, others did not identify with the character's “attitude.” Others felt this approach would speak only to youngsters.
- The “Anthem” approach, which is difficult to fully communicate in anything less than its completed form, was clearly understood by all group members. Group members appeared to be drawn to the beauty of the concept and the calming background music. Participants suggested that the “transportation choices” segment display a wider range of options, including options available in all communities.

Study participants believed the most credible presenter of these messages would be a coalition of consumer, advocacy, and governmental groups. Some study participants believed that any one of these types of organizations might be too prone to radical thoughts or, conversely, bureaucracy. But united in a coalition having a strong state-level connection, study participants believed that these organizations would “keep an eye on one another” and be able to produce a credible, forceful message.

IV. Program Development Research

A. Pilot Phase

In 1997, three communities received support from the federal partners (FHWA, EPA, and FTA) to pilot test the national initiative, which was designed to initiate or build community-based efforts to reduce traffic congestion and improve air quality. The communities also introduced the federally sponsored *It All Adds Up to Cleaner Air* campaign. One of the nation's largest metropolitan areas, San Francisco, CA, one medium-sized city, Milwaukee, WI, and a rural area, Dover, DE, were selected as pilot sites. Each of the sites collaborated with community groups, businesses, and environmental groups to implement and sustain the program within their own communities.

The pilot phase included a comprehensive evaluation that tracked the implementation of the pilot program, including activities conducted at the community level, use of media messages, the initiative's impact on the public, and recommendations for the launch of the 1999 demonstration community phase. Because this initiative is designed to support existing efforts and identify successful community strategies, the evaluation encompassed all activities reported by the pilot sites to support the initiative's objectives of increasing awareness of the relationship between transportation and air quality and increasing awareness of alternate modes of transportation. The findings of the pilot phase provided valuable insight and encouragement in continuing to develop a national initiative to meet the needs of a diverse array of communities, lay the foundation for a sustainable effort, and ultimately inspire the public to take action.

Key Findings

Community participation during the pilot phase was pivotal to developing and refining the national initiative. The pilot communities lent their expertise to assist in the development of resources and support materials that will serve as a foundation for a nationwide community-based public education and information effort. The resulting insights and materials will serve to spark and sustain community efforts across the country. Participation was time consuming for pilot communities due to limited resources and staff. Pilot communities requested additional facts on transportation and air quality, which resulted in a collaborative DOT and EPA effort to quantify the benefits of environmentally conscious transportation choices to society and to individuals. One of the most significant results of the pilot phase was further development of this resource toolkit, providing resources and materials from which communities can select to tailor the initiative to meet their communities' needs.

Many strategies selected by communities provided overarching themes while other approaches were very tailored to specific local needs or expertise. Although common "best practices" such as close collaboration with community organizations were identified, communities truly customized their strategies based on their unique needs. For example, Milwaukee enhanced its coalition's strategic planning process to build a foundation that will sustain its program, while Dover, as a new program, developed collaborative relationships with community organizations to establish a local coalition and produced localized television public service announcements (PSAs). San Francisco used the federal funding and technical assistance to conduct research to develop outreach materials for their growing Hispanic population, and provided us with insight on the development and operation of their extensive public education effort.

Media coverage was significant, but there are opportunities for refinement and improvement.

Media coverage received across all three pilot sites was similar to the average coverage obtained in other national PSA initiatives. Across the three pilot sites the PSA air time was equivalent to almost half a million dollars in advertising space, not including radio or television news stories. The most successful use of the media was San Francisco's ability to leverage approximately \$415,000 worth of equivalent advertising space through public relations and strong media relationships. PSA usage rates could be improved by earlier distribution, further development of messages, increased community support, and national distribution of media materials.

As expected, the initiative's impact on the general driving public was limited to changes in awareness. It was initially anticipated that the complex nature of changing travel patterns would require 1-4 years. The results of this study do not suggest that any significant changes in actual behavior occurred during the pilot campaign; however, there is evidence in all three markets that the initiative was noticed. Recall of messages, programs, and activities that draw attention to the relationship between personal driving habits and local air quality increased markedly between

times of the pre- and post-campaign market research. Recall of some specific campaign

likewise increased markedly. There was, however, little change in awareness of the program tagline *It All Adds Up to Cleaner Air*.

The key findings from the pilot phase of the initiative encouraged the federal partners to refine and expand the program to support 14 demonstration communities from May 1999 to October 2000, and make the initiative materials available to additional communities.

Demonstration Phase

The *It All Adds Up to Cleaner Air* demonstration phase started at the beginning of the 1999 ozone season. This phase represented continued "real-world" research, this time in 14 demonstration communities.

These communities received the concepts, approaches, and high-quality materials—incrementally refined following pilot testing—and adapted them for their specific purposes. The intent was to demonstrate how *It All Adds Up to Cleaner Air* materials and strategies could be modified and incorporated into ongoing outreach and partnership-building efforts across the country.

Lessons learned and products developed are now being shared with communities that face similar air quality and congestion issues and demographics. The 14 demonstration communities produced results showing the value of varied approaches, and, more importantly, the need to keep flexibility at the fore in material use and development. Demonstration communities proved the benefits of having diverse materials, as reflected in the rich creativity of their individual approaches.